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School Board Journal

August



August
1910

VOL. XLI, No. 2

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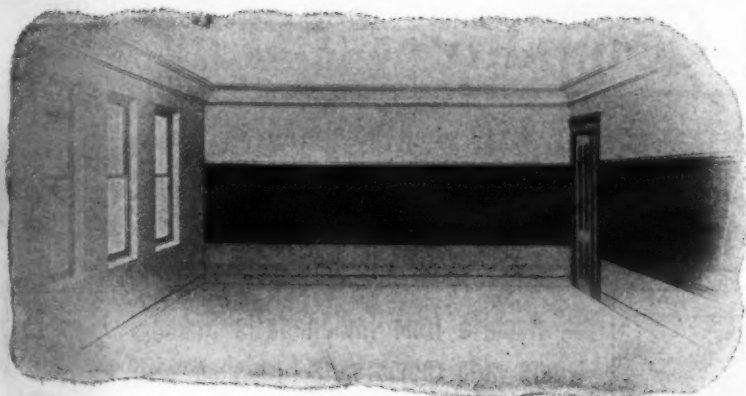
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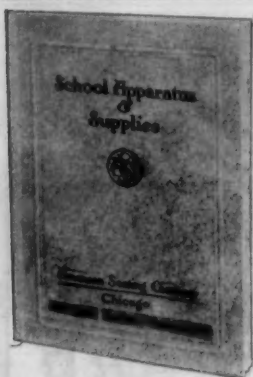
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Although they differ decidedly in appearance from the ordinary school desk, artistic features are not lacking in them and their plainness adds to their sanitary feature.

They attach firmly to the floor and since the seat and desk are separate, one pupil does not disturb another by shaking his desk.

The new back appeals to me as offering support where it is needed. We do not find as much lounging in the seat. I think part of this is attributable to the comfort which they afford.

D. T. WEIR, Supervising Prin.

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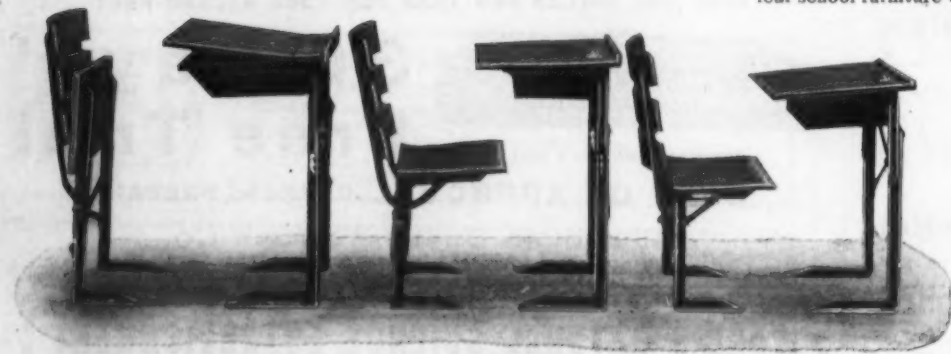
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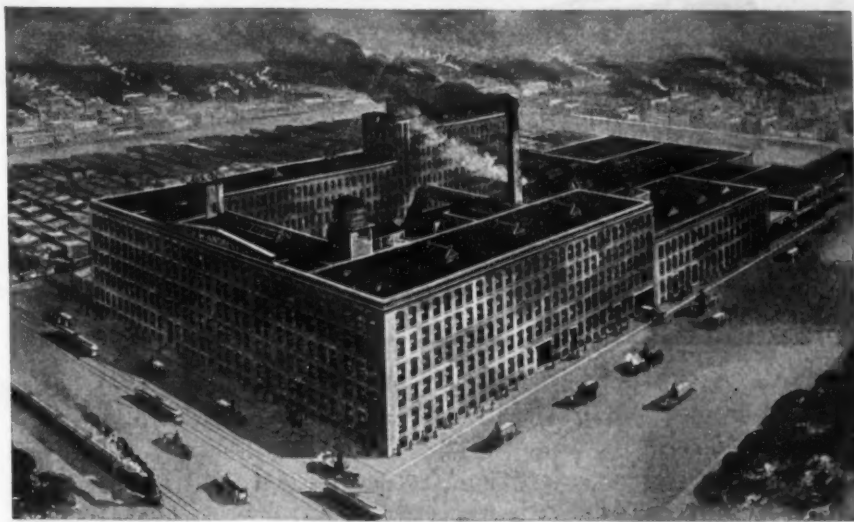
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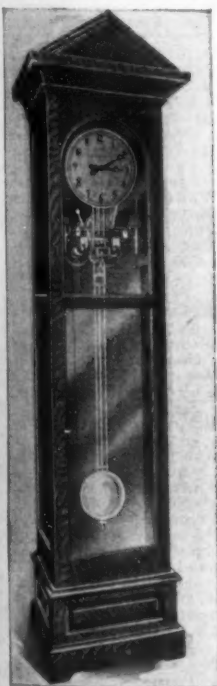
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Britton	Britton Printing Company	Cleveland, O.
Columbia	Columbia School Supply Co.	Indianapolis and Hamilton, N. Y.
Century	The Century Co.	New York City, Chicago
Ginn	Ginn & Co.	Boston, New York, Chicago
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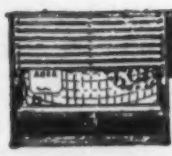
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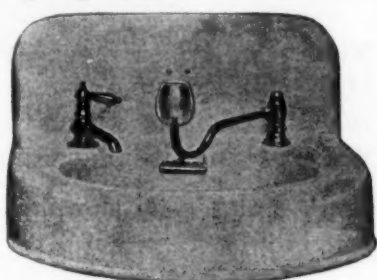


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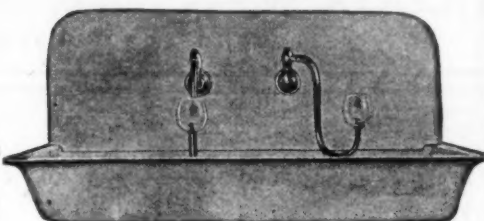
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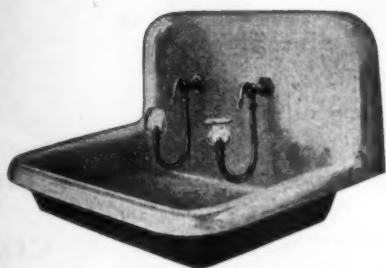


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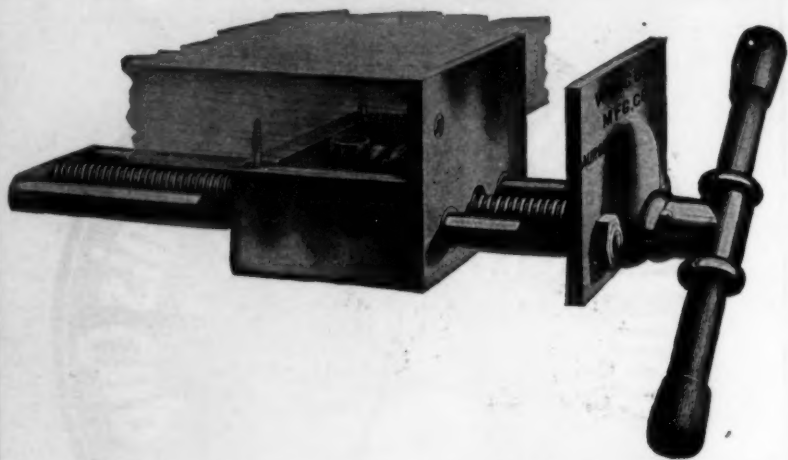
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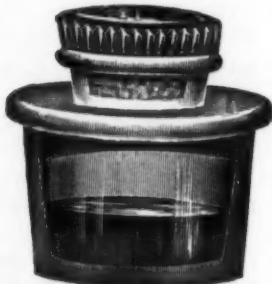
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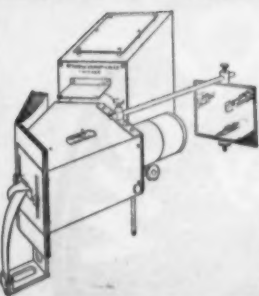
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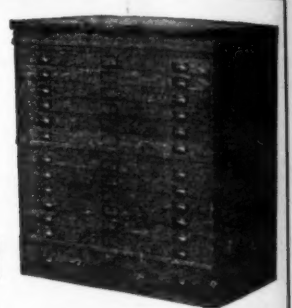
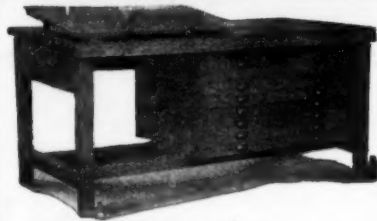
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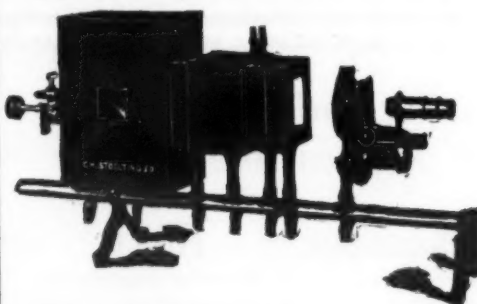
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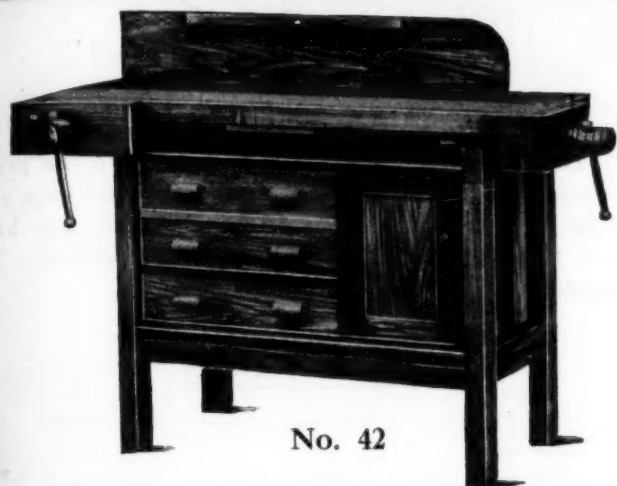
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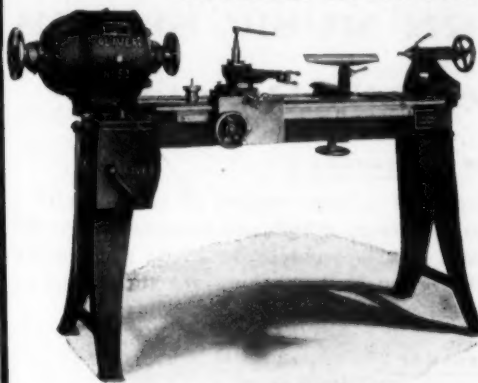
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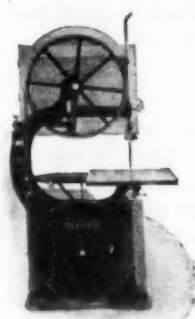
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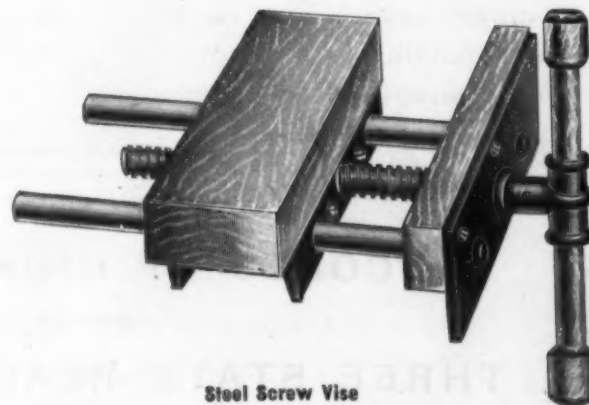
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MRS. ELLA FLAGG YOUNG

First Woman President of the National Education Association, elected in Boston, July 7, 1910.

Superintendent of the Public Schools of Chicago, 1909 —.

School Administration.

REQUIREMENTS FOR PROMOTION.

Supt. F. E. Downes, Harrisburg, Pa.

If there is one thing more than any other of which I am firmly convinced, it is that educators to-day are putting the "cart before the horse" in the matter of educational requirements for advancement in grade. It matters not into what artificial division of a pupil's educational career he is to be advanced, whether into the college from the high school, the high school from the grammar school, the grammar school from the primary school, or into any higher grade from the next lower, the questions involved are the same. The first requirement for promotion should be the pupil's ability to be promoted, and not merely the fact of his having covered a fixed amount of subject matter mechanically in the schoolroom, or of his having spent a prescribed number of weeks, months, or years in the study of any particular subject. I confess I am guilty with practically all, if, indeed, not quite all school men who are forced by the circumstances of the times to conform to certain arbitrary standards which are fixed higher up, even, than the high school, which fetter us in our work from the bottom to the top, and enslaves us to narrow and unpedagogical standards and methods.

What matters it whether a child has read the fourth reader or not if he can read the fifth equally well? Why should he be compelled to spend two years in common and decimal fractions if he can master them in one? What difference does it make whether he can name all the reptiles to Central Africa, or even all the tribes of Patagonia, provided he has a practical knowledge of the important political and commercial geography of his own country? Our standards are wrong, and these have produced wrong teaching. Strict grade classification is partly responsible for this condition of affairs, but arbitrary mechanical standards and absurd exactions from above are primarily at fault. The college makes impossible demands of the high school, and the high school, in turn, as a consequence of its humble submission to the educational tyranny of the college, is forced to plan distorted courses of study and make unreasonable demands upon the grades below.

Professor N. A. Harvey, of Michigan, says: "The high school teacher often thinks that the pupils ought to know some things which perhaps once they did know, but which it is very natural and perfectly consistent with good teaching that now they do not know. The thing that is best for the child is the thing that must be taught in the grammar grades. It is as pernicious for the high school to dominate the grammar grade course of study as it is for the university to dominate that of the high school. The child is the one to be considered, and the high school and the university must adjust their demands to the best interests of the child at any stage of its career."

Good habits of study and an appropriate attitude toward school work I regard equally as important as a thorough knowledge of the subject matter prescribed for and essential to promotion. I hold that the high school has a right to expect of every pupil who comes to it from the grammar school, (1) a reasonable habit of accuracy, (2) the habit of industry, or spirit of work, (3) the power of concentration, (4) the power of discrimination, or the ability

to distinguish the essential from the non-essential, (5) systematization in effort, and (6) a healthy, growing sense of honor. These are basic requisites, and the subject matter of the ordinary school curriculum is simply the medium through which they are to be developed. They represent the fundamental purposes of all our complex educational machinery, and are the true intellectual and ethical ends to be secured. Only a comparatively small proportion of the pupils of our public schools ever reach the high school, so that we must concern ourselves with the future of the vast majority, as well as with our high school embryos. The business of the elementary school should be to give every pupil a working capital—a tangible, usable, educational asset—whether he is going to take it with him into life through the avenue of the high school, and perhaps, the college and university, or whether he is going to take it with him more directly into the actual work-a-day world.

In our elementary schools, life conditions and life needs should be the prime considerations, rather than high school conditions and high school needs. The latter should be regarded as incidental. The same argument might be extended to apply also to the relation which should exist between the high school and the college; and if the lower school, whether it is the grammar or the high school, succeeds in thus performing its true function the continuation school need have no fear for itself. The latter should make it its business to take up the work where it has been left off and proceed along the same worthy lines.

The true ends to be secured must be attained through the medium of a carefully selected course of study. Generally speaking, our present elementary courses of study are well adapted to the accomplishment of the desired results, if our educational ideals are correct and our methods of teaching sound.

There must be less teaching for examinations and higher schools and more teaching for life. The teaching must be intensive and thorough. There should be, on the part of the teacher, a complete knowledge of child life and a thorough appreciation of true educational ends. There must be increasing concern to develop power and less ambition to cover ground. Every day's teaching in the elementary school, including the grammar school, should be inspired primarily by the day's needs, the child's needs, and the needs of society, and not by the desire to prepare for entrance to the high school. — Report.

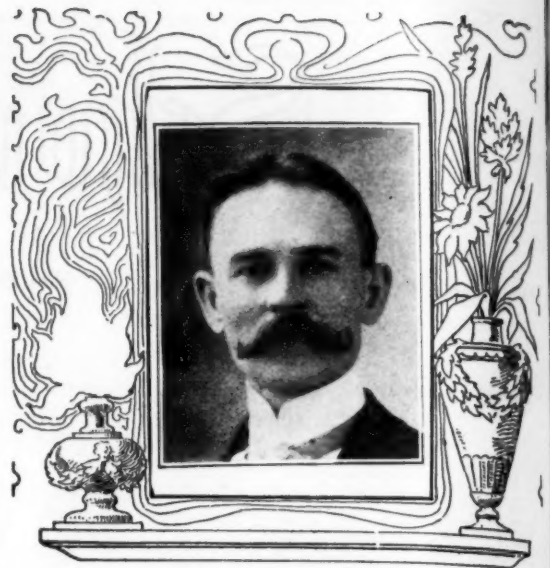
SYSTEM.

The large expenditure for money for public education, the great interests that are helped, or hindered, by this expenditure make it imperative that this disbursement of money for schools be made under the closest possible scrutiny, so that for every dollar expended there shall be an equivalent return.

In schools that are not properly supervised the element of waste is certain to be large in such items as text books and supplies, repairs, fuel, loss of valuable time and lack of enforcement of important economical regulations.

A member of a school committee in one of the towns of a school union recently stated that he believed his town has very nearly saved its share of the salary of its superintendent in the increased care that had been given to the proper accounting of text books.

The value of system in all departments of



HON. M. L. BRITTAIN
School Commissioner-elect of Georgia, Atlanta, Ga.

work is receiving increased recognition. Its value in school work is not less than in other lines. The teacher who goes to her school, at the opening of the term or year, with no course of study and no directions, must consequently lose much valuable time in establishing her school on a working basis. She may waste from one to three weeks in thus getting her school to the place it should have occupied on the opening day. This waste does not occur in schools that are a part of a well supervised system.

Positive gains come to the schools from the keeping of accurate records. This statement applies not only to financial accounts, but likewise to records of pupils' work and attendance, committee and teachers' meetings, the progress of classes and the various elements that enter into the conduct of the schools. All facts included in such records are available for the use of parents and citizens whenever they desire information on the administration of the schools and are of service to the school officials when they desire to measure and note the change and progress that are involved.

Under expert direction and systematic attention these elements of system and business are almost certain to enter into the management of the schools.—Payson Smith, Maine.



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The Outlook for Educational Administration

By HON. J. J. STODDART, Columbus, O.

(President's Address. Department of School Administration N. E. A.)

The topic assigned to me is broad, and, as I take it, covers the whole field of educational administration. In seeking to define this field and to determine the matters naturally coming within the purview of the subject, the mind ultimately comes to the conclusion that educational administration touches upon substantially the whole field of education. To properly administer all that which pertains to education means that persons having it in charge must consider what an education is—what subjects should be taught in order to obtain the highest results from the educational system—the demands of the times, the social conditions, the subjects of education that fit the child for present conditions, and the object of the education of the children. To properly administer an educational system, those who control it must make a close study of the trend of the times, of the changes in the life of the community and nation which call for a change in the subject matter of the education, and for enlargement in some directions and reduction in other directions.

Additional to these duties, there falls to the lot of those administering an educational system the duty of keeping up with the times in all matters pertaining to school buildings, including the question of fireproof buildings, sanitation, the best heating, the best lighting, and the best seating. All of these matters are of extreme importance to the children whose lives from the age of six to eighteen are to be spent within the buildings during the most of the school hours.

Connected with the subject matter last named come several other matters which are being forced upon the attention of the school boards and in regard to which there is much discussion and great variety of opinion. I refer to the demand of certain societies and clubs that the school system shall have within itself a system of medical inspection, a system of dental inspection, and shall have fresh air rooms in every building, with facilities for cooking, heating soapstones or other blocks, a nurse, heavy wraps and hoods, gloves and foot-wear for children and all other things necessary to a day hospital for tubercular children. It is demanded that the ears, eyes and throat of each child shall be examined and their lack in that direction prescribed for, and additionally that the schools shall supply many of the sanitary matters that are ordinarily considered as home duties, namely, bathing and the simpler matters of medical attention such as might be called "first aid."

Educational Needs of Society.

The limits of a twenty-five hundred word article will not permit even a partial discussion of all of these topics, and I shall confine myself largely to that which seems to me to be of the most vital importance in administering school affairs, namely, the first topic mentioned. Mr. Wolfe of Texas in an address before this association raised the question, "What is educationally best for that wonderfully complex entity we call society?" This is an accurate statement of a great question in most expressive words. To properly administer education we must see what is necessary to be done and what is educationally best for each community and for the nation at large, and in deliberating upon this, we must take into consideration the complexity of the social fabric of each community and of the nation at large, the latter, however, not being

as important as the former. If each community is cared for, then it is more than likely that the whole of which each community is a part will be properly cared for educationally. The system that answered so well during the earliest history of this nation has been entirely out-grown. More potent and epochal changes have taken place within the life of the present generation, and are now taking place, than have ever been recorded in the history of mankind. The whole system of business, communication, commerce, trades, professions, life and ideas of the nation has changed. We are living in the age of the greatest awakening that the world has ever known. Never have such rapid mental, moral and business changes been witnessed and never has mankind made such rapid advancement in all domains of human thought and activities. The master minds of the business and financial worlds have grasped the situation and are rapidly organizing the new forces and conditions; the educational and artisans' worlds have not been so quick to move, but are responding in a measure to the new impulses. It is being fast realized that all the conditions of human endeavor are changing, that the lines of the new education are set wider than preparation for professional life for the few with a rudimentary education of the same nature for the many. The day of the strictly cultural education has passed. Deftness of hand and accuracy of eye—which means the training of the brain back of the hand and the eye—must be taught as part of the public school system. The old apprentice system has broken down in the onrush of modern progress, and quicker, more scientific, more accurate and direct training in a larger way is absolutely necessary to keep the industries of our country on an equality with those of competing nations.

It must be the aim of the schools to provide first of all for the large body of pupils who can never be enabled to make their living in the learned professions and who will never be able to take the so-called higher education. Those who expect to go to college should not be neglected, but they are the exception and form a decidedly small proportion of the pupils of the schools. The schools should not be so largely administered for their future. The aim should be to train the masses to give to the nation the highest productive results attainable from their life's energies. In the final analysis, it is the efforts of the masses that give to a nation its tangible, measureable, national production. It is not the money that a man gathers together, nor the bonds and stocks that he may have in his strong box that truly measure what he has done for his community. It is largely that which can be made to appear on the face of the earth by way of improvement that will more truly tell what a man has done for the community in which he lived and which contributes most to the visible, material wealth of the nation. To this phase of the world's wealth the masses contribute infinitely more than do the classes. That which will make the masses more productive and leave more behind on the face of the earth because of their being there is what will most visibly increase the power and productiveness of the nation.

I know that it may be said the true object of life is not amassing wealth for the nation, and I am in full sympathy with that ideal, but none of us are able to get away from the fact that progress is mainly shown by additions

to wealth and the means of enjoyment of life, and that to be able to obtain the best in life, there must have been gathered together a surplus of wealth, not large, but enough to enable its owner to have more than the bare necessities. Hence, materially speaking, the object of education and the true administration of the means and methods of education in this country should be to enable the masses to enrich their lives by attaining the highest productiveness possible to each individual. True, the endeavor of the masses must be guided by skilled masters of industry, but the higher the efficiency of the soldiers of industry, the greater the results of their endeavor. The general with the highly trained soldiers will always win over the equal general with ill-trained men. This is as fundamentally true of the industrial army and its leaders. The highest efficiency of the nation can only be attained by training its masses in childhood and youth in the direction and way that will develop and utilize the best that is in them. I realize that the logical result of this plan may be special schools for the preparation of the small proportion of youth who will attend the scientific and so-called cultural colleges and will thus minimize that which heretofore has been considered of the greatest importance, but I cannot avoid the conclusion that the pressure of the present trend of society will leave no alternative, and the net result must be industrial schools training the masses and their co-ordination with the scientific schools, so that the research of the latter will be seized and adapted to the industrial processes and both go hand in hand for the common good.

I think it will be admitted that public opinion is rapidly forming around the idea that the schools as at present administered do not fit the masses for their life work and therefore do not interest a large majority of the pupils. Compulsory education forces many to school to waste their time and that of the teacher and to be detrimental to other pupils. If a boy is compelled to attend school, his dislike for his studies is increased. He loses even any small liking he would otherwise have for learning, and instead of good results, there results positive injury. Such boys cannot and will not take a book education. Their bent is in other directions. For them the training must be along active lines. To save them to the community and to obtain from them their proper and best contributions to the state and to themselves, their activities must be directed towards and into the active channels of industrial occupations.

Changes Necessary.

I realize the radical change that must be made in the book studies now prescribed in order to give the necessary time for pursuing effectively new lines of activities, but I have unbounded faith in the capacity of our people to solve the problem. I further realize that many of the school idols of the past must be parted with and placed among the antiques, just as the locomotive of thirty years ago is now on the scrap heap or exhibited as a curiosity. We are going too fast to use anything longer than it continues to be the best. The great railway systems still use locomotives, cars and tracks, but not such as formerly. The general plan and instruments are the same, but the changed conditions, the increased demands are promptly met by modern facilities and changed methods—the administration of their affairs moves up promptly to

meet each new demand. Similarly, the administration of the school system must acknowledge the changed conditions and relentlessly consign to the scrap heap or the museum whatever is not up to the present demands in efficiency.

I do not mean that changes should be sweeping. All modifications should be rooted in past experience—evolution not revolution. The types only should be changed, just as the type of the locomotive, coach and rail of the railway have been changed, the system and the basic plan always remaining the same.

How to meet these demands is the most difficult problem presented to those now administering school affairs. It is something which, in the first instance, does not wholly belong to the teaching force nor to the professors in the colleges, but it must be worked out largely by persons in close contact with the busy world, knowing its demands and able to show to those in charge of the schools what is necessary for the schools to do. I am quite positive that, while the fundamental position of the school system must remain the same, yet radical changes will have to be made in the courses of study, and the patchwork of the past few years will have to be abandoned.

The simple course of study of the schools many years ago has been changed by adding various things demanded by changed social conditions, but very little has been eliminated so as to give time for pursuing the former studies and also the additions. In our city schools we have added elementary science, music, drawing, penmanship, calisthenics, manual training, domestic art, and now have added trade schools, and yet it must be all accomplished within the five hours per day allowed for the original subjects, consisting largely of the three "r's," with the net result that the children do not have any time to do independent thinking or independent work, and in many places our schools are very much after the fashion of the oriental schools where all pupils study aloud—most of the school hours being taken up in what might be termed concert work, resulting in too much rote work, too little independent work, too much done by the teacher, too little by the pupils, too much reliance upon the teacher and almost none on self, and the pupil is helpless when he faces the work of the world. He has no teacher at his shoulder to guide him and he does not have the hints that come from working together with other pupils in class work and has no proper self-reliance or mental fibre. I consider this to be the gravest evil in the administration of our school system, and I feel that progress made by children after leaving school is largely in spite of school work and is not as largely by reason of it as should be the case.

The conditions last mentioned are a net result of an attempt on the part of those administering the schools to teach that which is demanded by the surrounding conditions, and that a point has been reached where the pressure for a school course that will take care of the masses will render it necessary to reconsider the course of study through the schools at least from the fourth and fifth grades through the entire course of study in the schools and in the colleges.

A hasty perusal of the earnest discussions of this association during the past two or three years shows that the members of this association are fully awake to these matters, that the importance of existing conditions has been present with them during the discussions, and that they were earnestly seeking to solve the problems, some presenting one thought, some another, but all looking towards an ultimate solution of the difficulties.

The Junior High School.

The school board of the city of Columbus, Ohio, has made a new division of the grades, conducting the first six grades as before and forming the seventh, eighth and ninth grades into a new unit called the "Junior High School," leaving the tenth, eleventh and twelfth as a unit called the "Senior High School." It has long been a recognized fact that many of the high school pupils leave school at the end of their first year, feeling that nothing definite has been accomplished and without having finished any exact course of instruction, without having reached any definite goal. It has further been remarked that pupils in the seventh and eighth grades have passed from childhood to youth and should then receive a different and more mature instruction than in the lower grades; should be segregated from the younger children and the fact of their advancement emphasized and dignified, and the fact that so many leave school at this point should be recognized as an existing fact and a stopping place fixed there, a definite course created that would end at that natural point, closing their school life with a diploma that certifies that they have completed a school course and honorably attained a definite education aim.

It was further recognized that departmental work has a position in these three grades, furnishing a better product and better results than could be attained by the old method. At this point in their school life, the boys and girls should be thrown more upon their own resources and by gathering them into centers, they could take manual training, domestic art and kindred subjects without losing the time that would naturally be lost in traveling from their schoolhouse to the centers established for those purposes. After completing their work in the junior high school, the pupils would then have largely found themselves and would know in which direction they desire to go, whether they desire to prepare themselves for colleges and scientific schools, or whether they desire to take the other current and enter the trade schools. If the pupil is not able to spend further time in education, he is more fully equipped for life's work than he would be if he had gone only one year to high school and then dropped out without having had the benefit of the three years of departmental work that will come to him in the junior high school, and he will have been taken beyond the first year of the fatal two years lying between fourteen and sixteen, when so many leave school unfitted for anything but the most unrenumerative labor.

Educating for the Industries.

It is contended that the present conditions forecast a division of school life into two currents, the first of which, and that by far the larger, will go in the direction of industrial pursuits, and the second in the direction of the learned professions. If the schools properly perform their duties, and cause this nation to keep in the vanguard of the nations of the earth, they will be compelled to plan and further elaborate the courses of study which will best fit the masses for their life's duties, and will be compelled to arrange those studies so that they will fit the masses for industrial pursuits. If there is in the school course a school to which the child may look forward who feels that he has no desire or has not the peculiar qualities to succeed in the professional high schools, many more of our children will be interested in the grammar school work and in all the work of the whole industrial school, because they and their parents will know that the children are doing the work necessary to fit them for the work of their choice. It is well known that the boy who enters unskilled

labor reaches within four or five years the highest wages, and that the boy doing skilled labor makes more money in two or three years than the other boy does in five or six years. They will be thus kept longer in school and in the end will command the higher wages, but with nothing before them except the professional high school, as is now the case, very many do not and cannot stay in the schools any longer than it is possible for them under the law to get out, and the ranks of unskilled labor are filled to overflowing, while the demand for those who can do high grade work is seldom filled.

I realize that there must always be a large number of unskilled laborers and that the world needs them, but the best results of the highest civilization will come when all persons are taught to do the best that is in them in the pursuit which they may follow, and in that way only can this nation compete with other nations who recognize that fact.

In a democratic nation like the United States it sounds somewhat heretical to say that there are classes and that there should be classes, but such is the fact. There always has been a classification of people in each state and there always will be. The glory of this nation is that, while there are classes, each individual can or ought to pass from one class to another and to reach whatever class he is entitled at the end. Neither birth, nor blood, nor family can permanently classify the people in this nation and it is the duty of our school system to further perfect this natural arrangement and give every child an opportunity to reach the position to which his health, strength and intellectual powers entitle him, and this cannot be done unless the present school system is revised and administered in such a way as to offer facilities along other lines than those heretofore developed. We have fully developed the facilities for allowing the youth to follow the learned pursuits, or to become men of science, and there we have ended, while the great masses are still unprovided for.

Health and the Schools.

There has been a demand upon those administering school affairs to provide for medical inspection for all pupils attending the schools, also to provide for dental inspection. We all fully appreciate that all the children of the nation should be made strong, if possible. The school boards in many cities are taking action along those lines, but it seems to me that this is not the true object and duty of the educational system. Such things belong more nearly to the health department of the government. The natural results of taking such duties within the scope of the school system cannot fail to end in sanitariums and hospitals becoming a part of the school system. The line of demarcation between the duties of the health department of the government and the educational department is clearly defined, and I most respectfully submit the opinion that those things naturally belonging to the health department of the government, should be retained by it, and not cast upon the school system. If I am correct, the same should be said of the attempt to cast upon the school system the duty of taking care of the children afflicted with tuberculosis. The limits of this paper render it impossible for me to take further time upon this subject, but I hope that what has been said may elicit further discussion. I have tried to bring out the following points:

1. That it is the duty of school administration to provide schoolrooms, facilities and courses of study that will meet the present demand for educating the masses in the most productive lines.

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THE NEED FOR BETTER SCHOOL REPORTS AND PUBLICITY

By DAVID SNEDDEN, Commissioner of Education of the State of Massachusetts



An examination of the annual reports of the National Education Association will show that this is an old and to some extent a stale subject. For many years now the superintendents of this country, city and state as well as the bureau of education at Washington, have been striving to make their periodical reports more significant and more valuable. Little can be added to the discussion at this time that is of value, but positions may be restated and perhaps slightly different points of view indicated.

At the outset it seems that the following principles may be accepted as basal:

1. Both on the side of general description and of statistical presentation our city, state and national educational reports are now in a great many instances good not only as contrasted with those which precede them, in the earlier part of the 19th century, but as contrasted with even presentations found in other countries.

These reports contain a vast deal of information; on the statistical side they have massed a great amount of material; they serve to indicate educational wants fairly well.

Purpose of Published Reports.

2. The school or educational report is to be regarded primarily as a communication to the public—to a public which reads newspapers, which has a fair interest in education, which develops here and there careful critics, destructive or constructive, and to the last analysis is interested in both efficiency and economy in education.

In communicating with this public, educators through their reports aim to be truthful. It is sometimes urged that it is injurious to present all the truth. In the long run it is believed that this position cannot be defended. There may be such a distribution of emphasis as to bring certain needs or exhibits out into relief, but in a report that aims to be truthful allusion will certainly be made to the fact that this relief is intended.

School reports might be addressed to others than the public; for example: to sociological students, to educational experts or to the teaching force. In either of these cases the report would have its character determined to a large extent by the end for which it is designed. Our published report should not be designed primarily for social students, for people with unusual inquiries, for administrators or even for teachers. The administrative officers should assemble and utilize as far as possible the kind of information that would appeal to and be serviceable to these special needs, but the published report is a communication to the general public.

3. The published report being primarily a communication to the public, it should aim to do these things:

a. *To describe certain situations accurately.*

Accurate description involves a correct and effective terminology and general practicable statistical methods. To a large extent statistics must be regarded as merely a means of accurate description, whether of special facts or general facts, including relationships. Some of the situations to be described in education lend themselves to statistical treatment, as for ex-

ample: moneys expended, plant employed, teaching force, attendance and movements among pupils. Other special facts and relationships lend themselves imperfectly to statistical treatment, for example: the quality of teachers, the results of special lines of teaching, the attainments of pupils, behavior and health of pupils, etc. A truthful report, however, would indicate exactly by means of statistical methods those things which could be so described and would clearly indicate the inability of its makers to describe other facts owing to the inaccessible data or lack of units of measurements and other statistical necessities.

Answering Questions.

b. *The report must also point the way and assist in the making of correct inferences.*

Descriptions are often valuable in themselves, but more often valuable as pointing the way to action. It is of interest to the public to know how much money is spent on schools, but of more interest to know how this money can be better spent, or how more money could be wisely spent. It is of interest to know what has been the attendance, quality of work done, and attainment of pupils, but it is of more interest to know how these things can be made better or modified. Use of description whether general or statistical as a means of making safe inferences is an art in itself. The securing of these ends involves primarily the presentation of definite problems and the logical arrangement of the material by which the problems are solved. In general our educators and school reports both exhibit failures in setting definite problems. We fire too many shot at random. The public which criticizes us is often unable to propose questions or problems of a definite sort.

c. *School reports should reach a large portion of the public and should keep it well informed as to the significant things in educational development and need.*

Consequently the makers of all reports should study the art of true publicity, for example: voluminous reports reach but a small portion of the public; they seldom reach the light through the public press; they often serve to repel rather than attract any but few students. It would appear to be an obvious necessity that reports be issued in small sections, each presenting a definite point and so arranged as to cause significant facts to stand out in relief. These bulletins should be designed to appeal to the press and its readers. Ultimately, these bulletins may be incorporated into a volume for preservation and use as a reference book by the few special students alluded to.

Some Present Needs.

Among the needs most urgent at the present time in the making of school reports for true publicity, are the following:

1. We need from the hands of the statistician some sort of a book describing for us the best methods of reporting various classes of facts. For example: it should not be difficult to provide an adequate system conforming to the best standards of reporting the financial side of our educational work, because here we have satisfactory units of measurement and methods of reporting which have proven successful in other departments of institutional activity. On the other hand, what might be called pedagogical statistics, as opposed to finan-

cial, we still lack units of measurement and methods of statistical reporting, except as regards such comparatively unimportant matters as amount of school attendance, a classification of pupils, compensation and credentials of teachers, cubic contents and seating capacity of school buildings, number of cases of adenoids, etc. The far more important facts regarding the productive capacity of teachers, the results of different methods of teaching, the actual attainments of children in school work, the causes of failure, etc., we seem yet incapable of measuring except in a very crude way. The school superintendent would be grateful for a careful formulation of the ways and means of description in the various fields wherein he is called to report.

2. There is greatly needed an extensive formulation of the questions and problems which a school report should undertake to answer. Every lay inquirer constantly discovers new questions which are not answered by any available school reports. Many of these questions are significant and important while others are purely personal and of no general value. A careful formulation of the questions which are of significance and which can be answered by the data which should be at our disposal would be timely and valuable. It seems to the writer that these problems and questions could easily be formulated and stated by a committee of the men who are engaged in making school reports. Each problem or question should have appended to it a statement of the ways and means by which it may be answered with some indication of the degree of accuracy that might reasonably be expected. For example: it may be claimed that no statistical statement can be yet made regarding the effects of professional study on teaching ability; the effects of the study of mathematics or manual training on the intellectual achievements of high school pupils; or the relationship between schoolroom ventilation and anaemia. Those who wish to ask questions should certainly be apprised of the extreme difficulty involved in answering them and to join in making a demand on specialists or experts for an investigation of the means whereby in the future they may be answered.

Expert Statisticians Needed.

3. The superintendent today needs not only some agreement as to the methods and problems, but also with reference to the periods at the end of which public reporting is desirable, for example: there are certain types of statements that might well be made annually or even more often; others for which quinquennial presentation should amply suffice, and still others that might have only decennial reporting. Undoubtedly, our published reports are encumbered with a large mass of material for which there is not the slightest excuse of annual or biennial reporting. No superintendent feels at liberty in the absence of any general agreement on the situation to omit the presentation of tables which have already become a traditional feature of the report.

4. The time has undoubtedly arrived when each state and city system should recognize that the making of adequate reports is a work that involves the specialist, especially the

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PROBLEMS OF SCHOOLHOUSE CONSTRUCTION

By R. CLIPSTON STURGIS, Boston, Mass.

Before taking up in detail the problems involved in modern school planning, I want to refer very briefly to the condition of affairs generally throughout the country, in regard to school planning, ten or fifteen years ago. At that time there had been no serious study of school planning as a special technical subject that required any particular knowledge of educational problems. Boston which had had, at that time, as thorough and complete an experience as any other city in school planning, Boston which had had city architects that varied, some first rate, some indifferent, had studied their schools along the lines of what was then considered the necessary equipment for elementary schools and for high schools. One had succeeded another in the position of city architect, and had done things along his own lines. None had laid down any definite rules that would indicate what the buildings ought to cost, because no one had laid down definitely what the buildings ought to contain. There was no standard of size, no standard of equipment, and therefore there was none of cost. I said no standard of size. Of course, it is true that we had, at that time, as we had throughout the country generally, a standard of class room size, but that was only one item, and an unimportant item, in the size of the whole building.

New demands were being made for accommodation in elementary schools, and they were being met without any particular attention to the probable cost involved. We had always had in our upper elementary schools (our grammar schools, as they were called then) an assembly hall. Then we added cooking rooms for the girls, and manual training rooms for the boys; and then, partly because affairs were more or less in the hands of amateur school committees and partly because buildings were executed by architects, one after another, without any consistent policy, it happened with us here as with others elsewhere, that various things were added to the school building which materially added to its cost and did not materially add to its vital use as an educational tool.

Just before I came on the schoolhouse commission I found a lower elementary school just finished, which had in addition to the ordinary class rooms, rooms for elementary science, a library, a reception room, sewing room, cook room and manual training room. All of these items added to the size of the building, and added to its cost per pupil. The very first thing that the school committee did when the board of schoolhouse commissioners was established here in Boston, nine years ago, was to lay down a definite schedule of what was necessary properly to equip a school for teaching primary classes, and what was necessary to teach grammar classes. That was the first step, as far as I know, that was taken here, and it was the most definite step I think ever taken, by which to determine the first element of cost in these buildings.

I don't think teachers generally, superintendents, members of school committees, realize how much they have to do with the cost of buildings. It is not the extravagant architect, it is not extravagant material, it is not costly construction that is primarily responsible for costly school buildings. It is including in school buildings cubic feet which you don't need—which are not essential for the work.

The Problem Stated.

Modern planning then is based on two things, economy of space and durable material, and

the problems that architects have to consider—and you must remember that it is not architects only who must consider the problems, it is everyone who is connected with educational work—the problems that you have to consider are:

- (1.) Determine the essentials.
- (2.) Determine the amount of non-essentials that are desirable.
- (3.) Plan for these compactly.
- (4.) Make sure that everything is so planned as to be most available, that is, not only available for the work for which it was primarily built, but also available for other uses to which it may be put with advantage.

In two words, it is the modern problem that we meet with in every big industry today—elimination of waste—utilization of the by-product. It is omitting from the elementary all that is not essential for the proper conduct of education, mental and physical, and considering very carefully just what is essential, and how much you are willing to pay for things that are non-essential. Then when this has been decided, it consists of planning for this compactly, without any waste, and with three very definite objects in view in making the plan—(a) health; primarily light and air for the children; secondarily, you might say, orderliness in the plan, which means safety for the children. (b) Durability; building so that your repairs may be cut down to the minimum, and with also the very smallest possible outgo each year to keep up your plant; and (c) beauty.

Essentials and Non-essentials.

Now (1) essentials are largely an educational question, and educators are very apt to overlook the problems in economy that are involved. I want to refer, very briefly, to claims that have been made and are being made for equipment for elementary education, both lower and upper. We started with the old assembly hall, next came the demand for cooking, manual training, next sewing, drawing, science, accommodation for books (library), then physical training, nurses, doctors, out-of-door work, gardens, industrial work, and finally and quite reasonably has come here, what has come in a good many other large cities, the demand for reduction in the size of classes (one of the most vital things)—then the demand for more accommodation out of doors, both for playgrounds and for fresh air schools, and then feeding for the anaemic, for the ill. All these things one after another are coming up for elementary schools and it is for the educators to decide whether they are essentials or non-essentials, and how they can be met. Not merely how you can provide teachers to carry on these various branches, but how you can provide funds to build and maintain this additional cubic space.

(2.) You must decide what the non-essentials are. You may decide that all of these things that I have rehearsed belong properly in the elementary schools—I believe they do. But it does not follow because you are going to introduce sewing, we will say, that you must necessarily have a room set apart for that work. It does not necessarily follow that because you are going to do some training along industrial lines which, side by side with cultural work, is going to give the girl or boy a little better grasp on his own work when he goes out, that you must have elaborate equipment, tools, machinery, power, perhaps, in order to give him that grasp. We got along well when we were

boys with the old tool shed, and we learned a great many things with simple apparatus, that we had in our homes and that we worked with, and this is a matter that educators must consider. It is only secondarily an architectural question. Each one of these things can be covered in a simple way if the educators, if the teachers, if the superintendents come together and will work hand in hand with those who are doing their building, and make sure that the equipment is really what is necessary to accomplish results. That is what you want—you want results. You don't care so much what your building is, what its plan and arrangement, provided that the plan and arrangement produce results. And, I can assure you, speaking from the point of view of an architect, that if your plan is arranged so as to produce results you will have all that is needed architecturally, and you will have a building that has that element of beauty which every school building should have.

Advantageous Use of Space.

(3.) Now, what does a compact plan mean? Simply one that has no waste space in it. If you have a class room that is lit from one side and it is 24 feet wide we will say, you know that the room must be 12 feet high in order to get light to the children that are farthest away from the windows. You know, just as well as I do, that it is a waste of money to make it 14 feet high. If you have a wide corridor 10 or 12 feet wide and you have class rooms strung along one side of it, you know, just as well as I do, that without building anything more than class rooms you could string along other class rooms and use that corridor and use the stairs connected with it for the additional rooms. Most people do not think of these things. This is a compact plan, that does not waste any floor space, does not waste any height. And, it seems simple, and yet, I can assure you, that of all the large number of architects I have employed during the last eight or ten years, very few thought of that as one of the problems they had to solve when they had been given the necessary information in regard to the number of rooms, or the size of rooms, and the things that the school authorities think essential or non-essential.

We have simple tests for the size of a plan. We find after experiments of one kind and another, testing old buildings, testing new plans, etc., that a good plan is not more than twice the area of the classrooms on one floor. The classroom area is fixed. If there are six rooms on a floor, multiply this area by twelve. If the plan measured outside the walls is more than this amount it is extravagant. We say to the architect, "Redraw this, to bring it down; it ought to be below that, it ought never to be over it." Similarly, if a plan submitted shows too large a cube we say, "I don't pretend to know where the trouble is, I only know it is too big and has got to be brought down."

All that is merely detail subsequent to the work you ought to do, to see that you do not ask for things that are needless and do not ask for space too big for the work to be conducted in it. Let me illustrate what I mean by that. I was asked to advise in regard to a very large combination school, where they were going to carry on elementary, commercial and industrial work for both boys and girls, a fairly complex problem, I should call it. I went to consult with the superintendent and school committee and the head master of this school, and the master presented me with a schedule

of the room schedule, a chemical him, "that do not kn need; I do you arriv measured it will abo The rea students, sions, and going to commodat poses, and the size. if 1,000 w I then roughly, th 6,000 sq. f third 7,000 plied that what they he realize me they h to include ment, and incidental ture. I t off the a found tha 000 cubic a firepro cents or to very ne less. The mission s should be the men enough able to d in su to start v on his h to start v rests abso (4.) S tional p really es plant. I any othe an excel or twen again. are invo the wint to be u look aft it is goo useless v tional w work ou that yo place hi such use it. The s ing. Y possible product all this spare fo want to definite many n who are with so interest as grea building can sol other e ation v and in

of the rooms he wanted on each floor. On that schedule, we will say, for example, there was a chemical laboratory 30x40. "Now," I said to him, "that information is of no value to me. I do not know whether 30x40 is the room you need; I do not much believe you do. How did you arrive at the figure?" And he said, "We measured a room we are using now and think it will about do."

The real point to find out is: How many students, how many stations, how many divisions, and the size and type of desk you are going to use for experimental work, what accommodation you want for demonstration purposes, and then let your architect determine the size. There is no need to build 1,200 sq. ft. if 1,000 will do the work.

I then took his list of rooms—we will say, roughly, that the rooms on the first floor equalled 6,000 sq. ft., on the second floor 9,000 and on the third 7,000. I said, they do not fit, and he replied that they left that to the architect—that is what they wanted on each floor. I asked him if he realized the cost of this building, and he told me they had made an appropriation of \$400,000, to include the building, its furniture and equipment, and the architect's commission and all incidental expenses, excepting movable furniture. I told him we would sit down and take off the areas and the heights of stories, and found that the building would figure to 3,000,000 cubic feet, and that the lowest figure for a fireproof structure I should put at twenty cents or \$600,000. The equipment would run to very nearly \$100,000, a little over rather than less. Then there would be the architects' commission and incidentals and the appropriation should be \$800,000, not \$400,000. Not one of the men interested in that problem knew enough about their own responsibility to be able to draw up the requirements of that building in such a way as to enable the architect to start with an economical problem. He had on his hands an absolutely extravagant plan to start with. That is where the responsibility rests absolutely on you.

(4.) Start with studying from an educational point of view and find out what is really essential to make the best use of the plant. It is absolutely false economy to follow any other course. You do not want to build an excellent assembly hall and use it fifteen or twenty minutes a day and never use it again. And yet you know how many problems are involved in doing anything else—through the winter who is to pay for heat, if it is going to be used in the evening, who is going to look after the janitor service. Do you think it is good economy to have that fine hall lying useless when it might be doing definite educational work? There is a problem for you to work out, but at the same time it is a problem that your architect must consider. He must place his hall so that it may be available for such use, when the time comes that you can use it.

The same is true of all the rest of the building. You want to plan it so as to get the best possible use of it, and that is utilizing the by-product; that is what it amounts to. You have all this splendid material and you have it to spare for the greater part of the time, and you want to make use of it. That, of course, is a definite modern problem, and it touches a great many more people in each city than just those who are engaged in the work directly connected with schools. Those are the ones primarily interested; but the city as a whole is almost as greatly interested in the actual use of that building. I do not suppose that educators alone can solve this problem, but they can join with other civic authorities so as to get the co-operation which is essential in all our city affairs, and in which we are so sadly lacking.

There is no city in this country which has the kind of co-operative administration which exists in almost every large city abroad where their public works are carried on by the various departments that are concerned, working together and working in harmony. It is perfectly absurd in this city (Boston) to have the department with which I have been recently connected, the schoolhouse department, so independent from the school committee. They are absolutely interwoven; they ought to work step by step in harmony; they would if they were given the opportunity, but the work is so laid out that it is a practical impossibility. It simply means that they cannot do what both would like to do, work in harmony the whole time. There is a definite modern problem—to bring the schools into harmony in their various departments, if there are various departments, and to bring them into harmony in the other departments of the city government.

I have touched only on elementary school problems, but surely I have said enough to let you see what this means in high school education. The problems from the educators' point of view are A B C in the elementary compared with what they are in the high school. In the first place, the questions of the high school have not been studied throughout the country as the elementary schools have been studied. We build ten to one elementary schools. We do not build enough high schools to study the problem in the same consistent, thorough manner that we study elementary schools. The demands for high school education are perfectly overwhelming, and they are growing so rapidly that it is almost impossible to keep up with them. They are almost like a kaleidoscope, first one thing and then another, and before we can turn around both these are gone and something else has come. And they may all of them be good, but they are entered upon without careful study, without trying to find where they lead, which is the important thing.

When I put a heating and ventilating plant into a building and calculate that I am going to deliver so many cubic feet of air, I should feel my duty only half done if after the building was finished I did not test it thoroughly. Theory is one thing, it does not always work out. To what extent do teachers follow up their work and know whether they are getting results? Do they know that the girls who take sewing lessons sew well after they get through? Could they be trusted in the kitchen at home after they take a course in domestic science? Do you know whether they can or not? It would be the same thing with other classes, the industrial work. When you say to a boy of 12 or 13, stay a little longer and we will give you something that will help you and interest you, do you follow it up and find out whether he got anything out of it or not? Let me tell you what has been done in London.

The London county council has established various technical and trades schools all over the city. They will go to some particular section of the city where there are men working in the jewelry shops and they will establish primarily a school to be used by these boys who are working in the day, so that they can learn more about their trade in the evening. Secondly, they try to make use of it during the day teaching the younger boys. Do you suppose they let these children come in the evening and work at jewelry? They lay out an academic course in English and mathematics and say, if you will come in here and take this course, we will give you increased knowledge of your trade. They do not stop there, they follow up every one of these children with his

employer and they get a record of what trade they are in and just what they are accomplishing.

Now that is sound sense and the way to find out what is essential in your schools. Make sure of the results, make sure you are getting returns on your money. It is poor economy to do anything else. We can find out here just as well as the London county council does what results we are getting. We can follow up our boys and girls and see what they are doing. Just as years ago, when I was first on the board, talking with the master of the Mechanics Art high school about a new and enlarged plant I asked him what became of the boys. We followed them up and found where they went and what they got from that school. It had not been done before except in a vague way. There was no definite tabulation. But it is very useful; it ought to be done all the time everywhere, in all the branches that are being introduced into the schools.

Our problem, to review briefly—is to determine what is necessary for complete and well rounded elementary education. You are attempting to make the work for the children attractive and you do—the children love to go to school now-a-days. They did not when I was a boy but looked on it as a bore. Most of the children enjoy it today. But it is dangerous to let this go too far. Remember, when they go out into the world they have got to use their brains and they have got to do things they don't like. They ought to do things in school they don't like to do, the things they have got to do.

You must determine also along what lines education can be offered freely. I know that is a radical sort of thing to say in this country, but I believe boys and girls who are to be offered something beyond academic training, something to help them to earn a livelihood, would value it more if they paid something for it, even if only nominal.

You can determine what is essential and non-essential and on educators rests primarily the determining of the cost of our education in fixing this. Determine the plan in order to meet these things economically and get results.

Simple tools are the best and most effective for the work.

Materials, both inside and out, which shall mean durability, economy of maintenance, and incidentally the stimulating of the desire for beauty which is latent in every child.

Well ordered grounds and well arranged plan, which means order and discipline, one of the very best lessons that can be taught children.

Finally you want to try to insure your results.

Now these are a few of the modern problems of school planning, not simple ones, but complicated, far-reaching and extremely difficult to solve. Such a conference as this does much to help all of us to understand better the whole subject of education. But it is well to remember that it rests with you, with the individual teacher, to make these things effective. It is the individual teacher with the class who is going to put her impress upon that plastic material to mar or make the most out of the material that she has, and that means the kind of patient, self sacrificing work that we feel we can always expect, and nearly always find among our great body of teachers. With them, more than anybody else, rests the future of our country, and well-being and knowledge and competence of the next generation.

"The little red schoolhouse, with its zealous teacher and its drill in the three R's, is not a tradition from which to depart, but an ever-present reality around which to weave in loving appreciation all the tendrils of future growth."
—Martin G. Brumbaugh.

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PENNSYLVANIA SCHOOL CODE.

The Pennsylvania Educational Commission, of which Dr. Nathan C. Schaeffer is the head, has completed a revision of the code which it presented two years ago to the legislature for simplifying and improving the laws affecting the educational system of the Keystone state. The new draft has won the commendation of both educators and public because of its well considered and temperate proposals for reforming the school system.

Two ideas are conspicuous for important changes which the commission proposes in the administration of the schools. The first requires the creation of a state board of education with general supervisory powers over all the schools. It is intended to secure reasonable uniformity in the educational facilities provided in all parts of the state, and the board is to be the active agent in ensuring this desirable end. The code allows sufficient elasticity so that local conditions can be met. School districts are classified according to the population to permit variations in the provisions of the general law.

The second important feature is the proposed complete separation of city school districts from the local municipal authorities. Boards of education are to be independent corporations, the agents of the state with full taxing powers, rather than the creatures of the city councils. In cities of the first class, sub-district school boards are to be displaced by boards of school visitors which will have advisory powers only. In general, representation on city boards of education is to be from the community at large rather than from the local wards.

Among other things, the new code provides for minimum teachers' salaries of \$50 per month, improved methods of granting teachers' certificates, bars against nepotism, regular medical inspection, supervision of school buildings, and their heating, ventilation and sanitation, etc.

It is expected that the new code will meet some opposition from the political sources which succeeded in defeating the first draft proposed by the commission. The revision has been submitted in sufficient time to permit the widest discussion so that all professional criticism can be made before the convening of the state legislature.

It is to be hoped that the code will be passed so that the criticism of Dr. Henry S. Pritchett that "the state has never come into the conception of education from the standpoint of the whole people, as a consequence of which the public school system is still in the rudimentary state" will be no longer applicable.

MANAGING SCHOOL BOARDS.

Not many years ago the board of education of an important city was casting about for a city superintendent when someone asked of a

member whether they were looking for a man to manage the schools or the school board.

On the surface the question seems absurd, but a moment's thought will reveal that the inquirer had in mind a condition that exists in some communities. He wanted to know whether the board was political, partisan, retrogressive, whether its members must be continually kept in line by the superintendent lest harm befall the schools.

The question is a good one, even though it does not reflect well upon school boards as a class of legislative units. Too many board members have only a faint conception of their function and their relation to the superintendent. They do not recognize the dignity and the authority which are due the superintendent and they are unreasonable in their attitude toward him and in their demands upon him. Add to that a political or a personal bias and they make the lot of the superintendent a hard one. He must then not only manage the educational affairs, but the board as well. It will require of him tact, skill and power to shape conditions and affairs. Sad to say, it may require political wire pulling, and even intrigue, to carry out laudable principles and desirable reforms.

That a superintendent should fail under such conditions is not to be wondered at. Professional skill and scholarship are of no great assistance in this situation. School boards so constituted as to require such treatment from their superintendents are not to be complimented. They exist, however, and more is the pity.

The efficient board, however, composed of judicious, fairminded men, will readily comprehend the duty they owe to the superintendent and the support they must extend to him in his arduous labors. If they have associated with them a man of large executive ability, of professional education, full of tact, force and dignity, and an untiring worker, well balanced, they may consider themselves well managed and be content in being so well managed.

SCHOOL BUILDINGS.

The subject of the character and appearance of public school buildings is one in which every school board member should take a keen interest. The buildings are erected for educational purposes, and education should begin before the child gets into the building. The child will forget the greater part of what he has learned, while at school, and the benefit he gets from his school years consists more in the general effect upon his mind and character than in the particular knowledge—aside from the most essential rudiments—that he acquires. In that general effect, it cannot be doubted that the appearance, the good adaptation to its purposes, and the general attractiveness of the school building plays a very important part.

But it is not only from the point of view of the benefit to the pupils that this matter of fine school buildings is of great importance. Every building put up by a municipality should be such that it can be felt by its citizens to be an object of pride, and such as constantly, though silently, to exert a good influence on the architectural standards of the neighborhood and of the entire city. One of the most notable features of the enterprising towns of the West is their excellent and handsome school buildings, and few things do more to foster local pride and public spirit.

Every school building hereafter erected should be a building that will be expressive of an emulation of the best standards. The pursuance of such a policy by school boards will prove a general profit to their whole city, as well as of immediate benefit to the children and the neighborhoods directly concerned.

There is no economy so ill-advised as economy—or rather parsimony—in the matter of

architectural design. The increase of expense in securing a beautiful and thoroughly well-contrived building as compared with an ugly and ill-designed one is altogether trifling in comparison with the results attained. A small investment in brains, in the case of a building, fertilizes the whole of the big investment in material and in mechanical work. The desire, when manifested by school boards, to secure higher standards in this direction should have the hearty support of the community.

STUDYING INDUSTRIAL EDUCATION.

The federal government of the Dominion of Canada has appointed a "Royal Commission on Technical Education" which last month began its study of the problem of establishing a system of education for the industries. Our neighbors to the north are keenly alive to the deficiencies of their present educational system and recognize the great industrial possibilities of their vast territory and its unknown resources.

Their attitude toward the studies of the eminent body which has been entrusted with solving the immediate problems is well expressed in the Halifax Echo, which recently said editorially:

"The Royal Commission on Technical Education, which begins its work in this city, is an able body of men, with a big job to do. A commission more notable in personnel and program has never been appointed in Canada since the fathers of confederation set about their task. The close interest and good wishes of all good Canadian citizens will follow Professor Robertson and his strong body of associates, throughout their efforts to assist the governments, federal and provincial, of Canada, to frame and to execute an efficient policy of industrial training.

"Technical education is second in importance to no element, other than moral, that makes for national efficiency. Knowledge without the skill to apply it is of little worth. Knowledge is the flower, action the fruit. Technical education provides the connection—bridges the gap between theory and practice.

Probably Germany is the most notable proof of this. To its elaborate system of practical instruction in the useful arts and applied sciences, Germany owes more of its wonderful progress during the last decade or two than to any other cause. Germans are excelling in manufacture of all kinds and are forcing their business interests to the ends of the world, chiefly because they have learned to do, as well as to know.

"What Germany has done within its limited field, Canada, with its vast and fertile areas and its unequalled resources of field, mine, forest and waterpower, can do a thousandfold. We have done a great work as it is, but much of our doing has either been strides in the dark or blind imitation of others.

"That the authorities have awakened to the need of improvement in present educational conditions along technical lines, this commission is impressive evidence. Beginning here, where more has been done in the way of state technical education than anywhere on the continent, the commission will tour Canada, comprehensively, studying its conditions and needs at first hand; then they will travel to the educational centers of the Old World, to glean there suggestions and information wherewith to frame a policy to meet the Canadian situation."

It is not complimentary to our own vaunted educational progressiveness that no attempt at a similar study of industrial education is being made or even contemplated in the United States. True, we have agencies for the discussion of educational policies which no other nation possesses. But, it suggests itself that the United States Bureau of Education as compared to the national departments of education in other countries, is treated shamefully by our federal

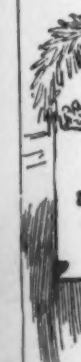


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The aged teacher: Pension the solution of her problem.



The Chicago school census reveals some remarkable figures.



Compulsory education: The key to success.

government. At present the demand for an annual appropriation of \$75,000 is requiring an extended campaign on the part of school men. What could not a commission of experts under Commissioner Brown do for technical and vocational training in the United States? How much impetus would not be given to the study of the state and city school authorities by the researches of such a body?

GOING OUT OF OFFICE.

Several hundred superintendents and thousands of school board members stepped out from their positions during the past three months. Among the former there were, no doubt, many heartaches at the parting and there may have been some cause for animosity toward the incoming officials. To school board members the exit is apt to be a less important event because the office is only honorary and incidental in the everyday life of the busy men and women who make up our boards of education.

In any event, it is not easy to hand to another a position of trust in which we have worked and striven and spent good years of our lives. But, it is here that a superintendent can best show the calibre of his manhood by acting courteously and graciously toward his successor. There is nothing to be gained by smallness or meanness and invidious comparisons are apt only to create sympathy rather than distrusts.

SECURING BETTER TEACHERS.

It is not reasonable to expect that we should get the best or even moderately good talent into teaching when the tending and raising of

our crop of children offer greatly inferior opportunities for advancement as compared with the tending and raising of cotton, corn, onions, cattle, or even hogs. Think of it; there is more money in hog culture than in child culture; and we have to compete in securing teachers, not only with rural pursuits, but with all other businesses and professions. Money is not the only thing that attracts men to professions. But it is one of the things. And it attracts not merely selfish men or for selfish reasons. Without a reasonable wage a man cannot decently support a family, or do his part among his neighbors and friends.

This condition of things is not peculiar to Texas; it is true throughout the nation that school men receive inadequate recognition and remuneration. It is significant that our federal government provides a secretary of agriculture to help us improve the products of the farm and of the range, but fails to provide an officer of cabinet rank to deal with the education of the nation's children.

What then is necessary in order to secure competent teachers? Plainly the same things that are necessary to secure competent workers in other fields—a living wage; steady tenure to the efficient undisturbed by political changes or personal favoritism; reasonable, rapid promotion of those of special fitness; a few prizes for the leaders of pre-eminent ability—these are among the plain devices employed by all managers of large businesses to secure competent and satisfactory employees. The business question is not, what is the lowest cost, in money and other value, for skilled labor? It is, Can we not find better means of getting and keeping for our business really competent

employees?—Pres. S. E. Mazes, University of Texas.

As is the school board, so is the school.

Honesty in school finance is not only policy, but a guarantee against disgrace.

Selfish professional school board members are not always a credit to a community.

The superintendent who needs a two months' vacation of absolute idleness deserves a twelve months' vacation.

Excessive professionalism will strangle the best superintendent.

The superintendent must always be a professional adviser, never a menial clerk.

The vindictive school board member can always be cured.

The newly elected school board member who tries to reform the entire school system in a month usually leaves the board a wiser man.

The superintendent who always gives way to his board will prematurely give way to his successor.

The superintendent of schools is the superintendent of the plant. The school board is the board of directors.

A professional school man as a member of a board of education is often a nuisance.

The great problem of industrial education is to establish the proper balance between the conflicting demands of restrictive teaching for habit development and non-restrictive teaching for judgment development.

The real test of the desirability of industrial education is that it shall make the man free to advance to higher positions, and not leave him tied forever at the bottom of the business and destined to become a mere cog in a vast machine.



A veteran educator dies.



Cut in half.



Save the children from this.



School Building Contracts.

The Oklahoma laws of 1909 (par. 8027) providing that boards of education of cities of the first class shall make no contracts involving more than \$500, for erecting public buildings, or making improvements, except upon sealed proposals, and to the lowest responsible bidder, contemplates that before advertising for bids a plan open to all shall be prepared with specifications, so definite and detailed as to disclose the specific thing to be undertaken.—*Hannan v. Board of Education of City of Lawton, Okla.*

The purposes of the Oklahoma law of 1909 (par. 8027) requiring boards of education of cities of the first class to let contracts involving over \$500 only on sealed proposals, to the lowest responsible bidder, is to secure economy and guard against collusive contracts or favoritism, by requiring a common standard, previously ascertained, and preclude the consideration of proposals on plans and specifications not open to all.—*Id.*

Under the Oklahoma laws, requiring boards of education of cities of the first class to let contracts involving over \$500 to the lowest responsible bidder, the board must not only ascertain which bid is the lowest in price, but must ascertain the ability of the bidder to discharge obligations assumed under the contract.—*Id.*

The Missouri laws (Rev. Stat. 1899, par. 6761) provides that a schoolhouse contractor shall execute a bond conditioned for the payment of all material used in the work and all labor performed on the work, whether by sub-contract or otherwise. *Held*, that a schoolhouse contractor's bond, providing that it was made for the use of all persons who might become entitled to liens under the contract or to whom the contractor might become indebted, and that it might be sued on by such persons as if executed to them in person, was for the benefit of material men furnishing material to the contractor used in the building.—*School Dist. of Fredericktown ex rel. Fredericktown Brick Co. v. Beggs, Mo. App.*

Where a parish school board appointed a local committee to contract for and supervise the erection of a schoolhouse, and the committee contracted for a kiln of brick to be delivered to and accepted by the building contractor if found suitable for the purpose, and a certain portion of the brick was accepted by resolution of the committee carried by the casting vote of defendant as chairman, and the proceeds of the warrant, signed by all members, was received by defendant as a creditor of the contractor for furnishing the bricks, and the bricks were subsequently found unsuitable, defendant could be compelled to make a restitution to the board; he being their agent and responsible for damages resulting to his principal for the non-performance of duty or from his fault or negligence, under the Louisiana Civil Code (Arts. 3002, 3003).—*Parish Board of School Directors v. Alexander, La.*

The fact that a party furnishing labor or material in the erection of a schoolhouse under a contract with the contractor subsequently became a member of the school board, did not deprive him of the full right to enforce his

rights for the labor and material furnished.—*Goodrich v. Board of Education of Union School Dist. No. 3, N. Y. Sup.*

The South Dakota laws (Code Civ. Proc. Section 713) gives a lien for any work or material for a county, municipal or school corporation upon all money in the control of such corporation due or to become due. Section 714 provides that such lien shall be filed within twenty days after the labor has been performed or the material furnished, but that failure to do so shall not defeat the lien upon the amount remaining due the contractor, at the time of filing. A school building contract provided for semi-monthly estimates of the value of the material and labor and of the material delivered, and that 80 per cent of such estimates should be paid to the contractor, but that 20 per cent should be retained by the school corporation until the completion of the building and until all claims had been discharged. The contractor agreed to save the corporation from sub-contractors' liens, and authorized it on his failure so to do, to complete the building, deducting from the balance due him the cost thereof. Before the building was finished, the contractor failed in his contract, and in completing the building the corporation expended more than the excess of the contract price over what had been paid the contractor. *Held*, that sub-contractors' liens not filed within the 20 day limitation, though before payment by the corporation of the amount retained under the 20 per cent provision to any one, did not attach to such fund, and that the corporation was not bound to satisfy such liens regardless of the cost of completing the building.—*Sioux Falls Pressed Brick Co. v. Board of Education of Sioux Falls, S. D.*

The burden is on a sub-contractor to prove his right to recover, and, it having been shown that nothing was due the contractor, when he ceased work under his contract, the sub-contractor is bound to show that some time thereafter, and while his lien was on file, something became due the contractor.—*As above.*

A board of education contracting for the erection of a schoolhouse had a right to pay liens for work and material furnished, and have allowance therefor as for moneys paid upon the contract for the erection of the building.—*Goodrich v. Board of Education of Union School Dist. No. 3, N. Y.*

School Funds, Taxes and Bonds.

The board of directors of a school township cannot divert funds to some other end than the particular purposes voted by the electors.—*Drew v. School Township of Madison, Iowa, 1910.*

The Oklahoma laws of 1909 (Sec. 8009) provides that each city of the first class shall constitute a separate school district. Section 8011 makes the public schools of each city a body corporate, with the usual powers of a corporation for public purposes, giving them the power under their corporate names to sue and be sued, to contract, and hold and purchase property. Section 8016 gives the board of education power to elect their own officers, except treasurer, organize a system of graded schools, and exercise sole control over the schools and school property of the city. St. 1893, Sec. (5854) gives the board power to levy a sufficient amount to pay interest on bonds issued under the statute and to create a sinking fund for their redemption and to collect an additional tax for school purposes—which laws were extended and put in force in the state. *Held*, that such boards of education have power to provide for the payment of indebtedness incurred for school purposes.—*Grennan v. Carson, Okla.*

A common school district, composing one of

the units of the high school district, by exercising its right to vote itself out of the high school district, cannot escape liability for its part of an indebtedness, which it, together with the other common school districts, has incurred, nor can the high school district nor any of its constituent common school districts do so by exercising its right to vote off the special levy for high school purposes.—*Welch v. Getzen, S. C.*

An action to contest an election in a parish ward on the question of issuing bonds for school purposes is barred three months after promulgation of the result by Louisiana Act No. 106 of 1892, providing that suits to contest certain elections be brought within that time.—*Folse v. Police Jury, La.*

In an action to contest an election in a parish ward on the question of issuing bonds for school purposes, where defendants filed exceptions of the prescription of three months and of no right of action, the court erred in disposing of the case on its merits on trial of the exceptions; the case not being at issue, and no evidence having been introduced.—*As above.*

The levy of a special school tax in a high school district to pay off bonds issued to raise funds for high school purposes therein is not a condition precedent to the issue of bonds.—*Welch v. Getzen, S. C.*

The term "qualified voters," in the South Carolina Act of Feb. 19, 1907 (25 St. at large, p. 522), requiring the submission of the question of the issuance of bonds by a school district to the "qualified voters" thereof, and declaring that at the election only "qualified voters" residing in the district shall be allowed to vote, means the same as "qualified electors," and a qualified elector is one who presents to the managers of election his registration certificate and proof of payment of all taxes, including the poll tax assessed against him and collectible during the previous year, and a registered elector is a qualified voter, though not liable to a poll tax nor to the payment of any taxes, because taxes had not been assessed against him.—*Id.*

Special school taxes may be voted and levied at any time on the assessment of the current year.—*Argyle Planting & Mfg. Co. v. Connely, La. 1910.*

School taxes belong to the state, and it can expressly or impliedly apply them to other purposes until some person acquires a vested interest therein.—*Brandon v. Williams, Ala. 1910.*

Claims Against Schools.

Under laws of New York, 1894 (c. 556, tit. 8, art. 4, sec. 525), providing the manner in which moneys may be drawn from the funds in the possession of the treasurer of a school board, payment actually made upon a valid debt, though not in the form therein prescribed, is not invalid.—*Goodrich v. Board of Education of Union School Dist. No. 3, N. Y. Sup.*

In an action to foreclose mechanics' liens against moneys due to a contractor upon a contract for building a schoolhouse brought against the board of education, no personal charge of costs against the members of the board could be made.—*Goodrich v. Board of Education of Union School Dist. No. 3, N. Y. Sup.*

Principals and Teachers.

An action will lie against a board of trustees by a principal of schools for unlawful breach of his contract of employment.—*Taylor v. Marshall, Cal. App. 1910.*

Where a schoolmaster was ready to perform his duties, and could not obtain other employment, the damages for breach of contract by the board of trustees is the amount he would have received under the contract.—*As above.*



THE KINDERGARTEN.

The great aim of modern educational work is to bring the home, school and community life into closer relationship, that these great influences in the child's life may work together; the kindergarten stands pre-eminently for such a unity of relationships, hence should be and is recognized as the fundamental beginning of all school education.

The kindergarten conception of the child is, that his whole nature—physical, social, intellectual, aesthetic and moral—is alive; and from the first is responsive to its several environments.

The aim is not to give definite knowledge, but to give freedom to child nature, to stimulate and fix wholesome interests, to arouse and quicken the senses, in short, to guide his development in proper channels, so that he may grow into a well-balanced, law-abiding citizen, a helpful member of a household, and a good neighbor.

The test of the child's training, who has left the kindergarten and has actually been taught nothing in the ordinary acceptance of the word, is shown in his ability to do, to invent, to compare, to express himself, and to reproduce.

Each grade is a preparation for the succeeding ones, hence it devolves upon the kindergarten as the foundation of the higher school life, to so equip the child that he may work the better upon entering the primary school. Hence, kindergartners need to beware of smoothing the child's road, helping him over all the rough places, or of following his lead so that he becomes desultory, dependent upon others, and ready to turn aside at every obstacle because too weak to surmount or remove it.—*Ada Van Stone Harris, Rochester, N. Y.*

MOTIVIZING THE WORK OF THE ELEMENTARY SCHOOLS.

The greatest problem in the technique of teaching in the elementary schools is undoubtedly that of adequately motivizing the daily school tasks of the pupils.

Motivation is both a problem of the organization and of the method of presenting school tasks. It consists in employing ends or goals, the attainment of which are both wholesome in their effects on the children and normal to the life of the children pursuing them.

If one approaches the solution of certain problems in school or out of school, seeing a reason which appears worth while to him, or feeling a keen hunger for solving them, he goes to his task with a very different mental and emotional attitude from that which exists if he simply sees in his problem so much hard work which he must do because some one has directed him to do it.

In their lives human beings engage in play, work and drudgery. Probably most human activity is a mixture of the three with the element of serious, more or less enjoyable work predominating.

It is almost an axiom that the happier one is in pursuit of his work the greater are his returns, both inner and external, both spiritual and material. One's joy in his work seems to depend primarily upon the relation which the worker sees existing between his work and the

largest goal he is seeking to realize, and between his work and all life about him.

Judged by absolute standards, an individual's goal may be temporary and insignificant. For him, however, its realization is meaningful and all-important. Social efficiency and good citizenship are most apt to be developed in any individual, therefore, by providing him with work to do which seems to him to contribute directly toward the realization of his chosen goal, be it native or acquired.

These principles impose upon the schools the problem of so organizing their work that it furthers the realization of those native or acquired goals which are normal to the children of the varying grades of ability to be found in the 12 years of the public school course.

A goal is the ideal of a class. To realize it, is its problem. The realization of this goal implies the successful satisfaction of a series of felt needs. These needs are real, vital and conduct-influencing in the lives where they abide.

The school's first step in the solution of its problem is the discovery of a series of motives, varying from year to year, and with different teachers, which seem to be normal to the children of a given community in each of the grades or years of the school course. Having done this, the available matter related to a dominating motive, should be selected, organized and developed with the children in harmony with the specific goal under conquest.—*H. B. Wilson, Decatur, Ill.*

STRENGTHENING THE WORK OF THE UPPER GRADES.

Our present system of teaching has produced a luxuriant crop of spineless and animated nobodies in our country because our children are not taught to work. Clearness, distinctness and persistence in knowing and thinking are lost attributes in our methods of study and discipline.

Children should be put to doing things and kept at them till they can do them fairly well. Studies should be chosen which have an abiding value, and permanent elements should be selected. A stage has been reached when constructive ability should be invoked. Too much material has been introduced, but elimination does not offer a satisfactory solution. The difficulty lies largely in the attitude of the teachers who handle the subject matter and the superintendents who plan it. If a teacher has even studied one subject thoroughly and knows it in all its bearings in relation to other subjects, and knows how to pick out the essential truths in this subject and how to present them, so that the science as a whole is made to cluster about the essential truths, then such a teacher is in a proper mental attitude to teach other subjects. Many teachers do not have that grasp on any one subject which will enable them to pick out the basic facts.

When knowledge is reasonably stable a new topic should be attacked without delay. As soon as a pupil can tell intelligently what he has done, and how and why, it is a waste of time to keep on digging at it longer. Education is a continuous advancement and unfoldment—not a standstill business while connecting the new to the old.

There should be a fixed determination in the teacher's mind to make certain date in each subject automatic and instantly ready for use whenever necessary. Should more time be spent in teaching children how to study and how to pick out and get hold of the essential facts in each subject and then how to build these into a whole or unity, they would come out of the elementary schools fifty per cent stronger than they now do, and correspondingly better prepared for high school work or for taking up the burdens of life, and they

would not be so slackly equipped by dabbling about in little stagnant pools of school work as they are now under the present regime.—*James M. Greenwood, Kansas City, Mo.*

ADD THREE H'S TO THREE R'S.

A democratic school cannot direct its energies to develop the talents of the few exceptionally brilliant children, and ignore the needs of the great majority of the class. No man is so eager to give his boy the best possible education as the mechanic. Our present system of education is based on the old notion that there is something weak and inferior about manual labor.

It has been considered very heroic and desirable to train and develop the muscles used in warfare, but degrading to train those same muscles for some form of livelihood. If we are to accept Matthew Arnold's definition of culture, "to make reason and the will of God prevail," we are not detracting one infinitesimal fractional part of the sum total of culture ever offered to the youth of our land. There has come a change over the land. Industrial work is no longer regarded as degrading. This change has even spread to our religious and moral interests and ideas, which are the most deep rooted and least subject to change. This change must surely spread to affect educational thought very radically. How is our aim less high, or less truly cultured, because it is more practical? Shall we return to the three R's in our scheme of education? Shall we not add the three H's of the head, heart and hand? Is the miner taught to know by geology something of the cause and nature of the great walls in which he works, and something of the economic laws affected by his work, the less cultured for that teaching? Is the horseshoer who knows the anatomy of the horse's hoof and can drive a nail without ever touching the quick less cultured than the man who has learned none of this? In this work we must not lose sight of the industrial art side. Manual training is no substitute for industrial training. Manual training gives the hand dexterity, but it is not what is required for the special trade. If education is preparation for life, we should aim to reach the masses rather than the classes.—*J. C. Monaghan, New York City.*

THE JANITOR PROBLEM.

Janitors are half of the problem of hygiene, backward children and school fatigue. School temperatures between 70 degrees and 80 degrees in winter create popular demand for overheated houses, public buildings and conveyances; dusty, heavy air trains for badly ventilated homes and shops—notwithstanding recitations to the contrary.

Health habits educate more than health maxims. Over-heating, dust, and foul air invite dullness, headache, catarrh, "sore throats," adenoid conditions, bronchitis, "colds," tuberculosis. The highest death rate from tuberculosis in any profession is among teachers in this country and Canada. It is not so in Europe where both homes and schools are cooler. England requires a school temperature of 60 degrees. A few of our schools require from 65 degrees to 68 degrees. Some teachers insist on their rooms being disconnected from the heating system in order to use their windows when necessary, heat from corridors being ample.

No good home maker has the dirty floors and atmosphere with which we shut in children and instructors. A few schools are clean and wholesome. To make all so means insistence on trained care-takers, stopping the smoke nuisance, better made and cared for streets. We have also lessons to learn from fresh air schools.

There is no greater need in "vocational," "continuation," or trade schools than classes for

(Concluded on Page 22)

THE BOSTON MEETING

The croakers who have been depressed by visions of the decadence of the N. E. A. had their answer at the Boston meeting.

No one remembers a program of better quality, or one better carried out. The enrollment will probably be the third in size in the history of the association, surpassed only by the Boston meeting of 1903 and the Asbury Park meeting of 1905.

The good attendance can be credited to two causes—a good program, impartially made up and discussing timely subjects; good railway rates and ticket conditions from a large part of the country from which most members are accustomed to come.

The Grand Trunk saved the rate situation by announcing independently a one fare round trip rate from the territory served by that line. The other Canadian lines met the rates of the Grand Trunk. The lines of the Western Passenger Association met this with a three cent round trip rate. This action gave a great area of the Central West access to Boston at the rates which members of the association were accustomed to pay in the old days. From the southeastern part of the United States the railways did not make attractive rates and the attendance from this territory generally was much smaller than it ought to have been—smaller than it would have been had the rates given been as good as the rates granted by the Canadian lines and by a few of the minor lines in eastern territory. It is to be noted, however, that North Carolina and several of the states of the south, loyal to President Joyner, sent larger delegations than usual.

The opening session of the convention was unique and no more notable meeting has ever been held. The day, the Fourth of July; the place, the great Stadium of Harvard University. Presiding as head of the greatest educational association of the world, President James Y. Joyner, state superintendent of the public schools of North Carolina; with him on the platform, President A. Lawrence Lowell of Harvard University, Governor Eben S. Draper of the Commonwealth of Massachusetts, Governor Wm. W. Kitchin of the state of North Carolina, Mayor John F. Fitzgerald of the city of Boston, President David Starr Jordan of Leland Stanford, Jr., University, California, William H. Taft, President of the United States.

The deep significance of the meeting was felt by the 20,000 persons who had gathered for the occasion; and as the speakers one after the other rose to address the vast audience and those who had assembled found themselves able to hear all that was said, their attentiveness and their applause were evidence, both of their appreciation and of their delight in being able to hear. The curved surfaces at the head of the Stadium seem to form a perfect sounding board and those on the seats to the right and left, and in the arena were able to hear the speakers better than in most enclosed audience rooms. If President Joyner had done nothing more than to organize and carry out this great opening meeting, his term of service would be remembered as having provided the most notable session in the memory of the members of the association.

The other general sessions, all in the evening, were held in Tremont Temple, an auditorium of good acoustic properties and seating 3,500 people. President Joyner avoided the error of making his general programs too long. Attendance at the meetings was good and the people were not wearied by the length of the sessions.

The papers presented were of high quality; they not only sounded well as they were delivered, but they will read well in the printed proceedings. Of the eleven addresses at the four evening sessions, only two were given by members of the association whose names we have been accustomed in the past to see on every program; the other nine were speakers who have appeared upon the general platform of the association infrequently or not at all; yet there was no suggestion that the quality of the program had suffered by this change. Evidently the association has among its membership an unsuspected wealth of ability for preparing and rendering acceptable addresses upon its general program.

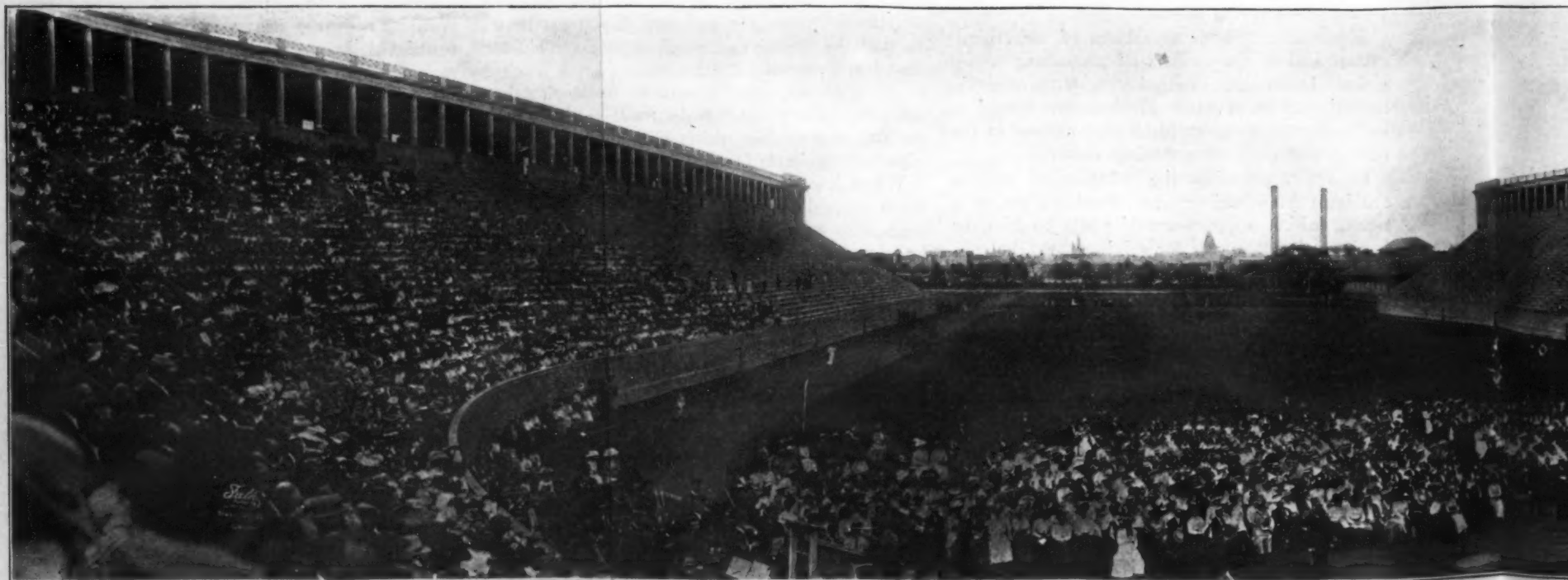
Mr. Joyner scored another success in his closing program. The two papers presented were very different in character; the first, by Mrs. W. N. Hutt, who is in charge of the Woman's Work in the Farmers' Institutes of North Carolina, was well thought out and admirably delivered; the other, by President Eliot, bore the marks of his usual thoughtful, scholarly preparation. Both addresses were listened to attentively by the audience which filled every seat and which remained until the close of the pro-

gram. When Mr. Joyner rose to introduce the president elect, Supt. Ella Flagg Young, of Chicago, the men and women who filled the hall rose and cheered to the echo.

In the arrangement of the opening and closing meetings, President Joyner gave evidence not only of the qualities of the scholar and man of affairs but also of that touch of imagination and idealism which is the necessary leaven for the plainer and sterner executive qualities which the president of such a great organization as the N. E. A. must possess. The general program was well balanced; no topic was given commanding importance.

The department of education at Washington was presented in a well phrased talk by its commissioner, Hon. Elmer E. Brown. Dr. Wm. T. Harris was honored in a memorial address by Supt. James M. Greenwood. President Joyner himself discussed the industrial education question of the day, treating not only of the importance but also of some of the dangers of industrial and vocational training. President Crabtree of the Peru State Normal School, Nebraska, discussed "Criticism of the Public Schools by the Laity." President Lowell of Harvard spoke of the "Effect of Electives Chosen in College." Prof. Claxton of the University of Tennessee spoke of the relation between "Universal Education and International Peace." Miss Emma L. Johnston of the Brooklyn Training School for Teachers discussed "Training for Teachers." The practical side of education was presented not only by President Joyner in his address, but by Dean H. L. Russell of the College of Agriculture, University of Wisconsin, who spoke on the "Value of Demonstrative Methods in the Agricultural Education of the Rural Population," and by Mrs. W. N. Hutt in her paper on "The Education of Women for Home-Making." Dr. Eliot discussed the "Value During Education of a Life Career Motive." Much disappointment was felt that Dr. Luther H. Gulick of the Russell Sage Foundation was prevented by illness from being present to deliver his paper on the relation of "Public Health and Public Education."

The Educational Council confined itself within narrower limits. A full session was given to a report of the committee on "Provision for Exceptional Children," by Supt. Van Sickle of Baltimore. Supt. Maxwell of New York was traveling in Europe but his paper on "The Use of Public Schoolhouses" was read by another, and a discussion of the topic occupied the ses-



The Great Opening Meeting of the National Education Association Convention in

sion. The "Report of the Committee on the Place of Industries in Public Education," presented in an introduction, and three sub-reports by Charles R. Richards of Cooper Union, New York City, Jesse D. Burks, director of the Bureau of Municipal Research, Philadelphia, David Snedden, commissioner of education for Massachusetts, and Chas. H. Keyes, superintendent of the south district schools, Hartford, Conn., received attention at a long session on Saturday afternoon.

On Tuesday forenoon a session was devoted to a report of the Committee on Moral Education in the Public Schools. Vocational and industrial education came in for another session on Wednesday morning when the subject was presented by President Fish of the Massachusetts State Board of Education, Mr. Chas. H. Winslow, secretary of the Committee on Industrial Education for the American Federation of Labor, and by several other men engaged in the work of industrial education or representing labor organizations. The discussions at this session developed great interest and many of the timid brethren who feared this or that evil from industrial education received direct and forcible answers.

The weather provided by Boston for the meeting was not ideal; it might have been worse, but it might have been very much better. The members of the association, however, have come to expect weather of extreme quality wherever they meet. In Boston or in Buffalo, in Milwaukee or in Los Angeles, it is sure to be very hot; in Denver where the climate is dry, it is sure to rain. These things have come to be accepted as a matter of course and the members make the best of whatever the local weather service provides. The meeting is the thing; the weather is only incidental. What the weather lacked, however, was made up in the thoughtful care of the Boston teachers and their helpers who looked after the comfort of their guests in every possible way. All trains were met at the stations; the members of the association were guided to headquarters and to their stopping places at all times of the day and night. Writing conveniences, rest rooms, hospitals, restaurants, bureaus of information were arranged so that no visitor need lack for comfort. The members of the association have never had their convenience and comfort more assiduously looked after at any meeting.

The Boston newspapers gave the association the most handsome treatment. Pages of the

daily newspapers were given up to reports of the convention and to the papers and addresses presented, or abstracts of them. The reports of the Evening Transcript were particularly complete and careful.

The politics of the association was warm and the activity of those who ordered the campaigns of the different candidates was strenuous.

The "old guard" were against Mrs. Young, at first quietly and in a politic way; later, actively and openly. They talked freely about the "unworthy political methods" of Mrs. Young's friends and, as they said, to rebuke such methods, proceeded to organize for her defeat and the election of President Zachariah Xenophon Snyder of Colorado.

These members of the "old guard" chose to ignore the fact that President Snyder's boom for the presidency of the association was older than Mrs. Young's, having been launched quietly at the time of the Indianapolis meeting; that several states came to the Boston meeting pledged to support Mr. Snyder's candidacy. They chose to forget also the gathering of their forces which they had called at the Washington meeting in the interest of their candidate, who was elected at Cleveland; they forgot the many caucuses, conferences and "dinners" at which in the past candidates have been selected or withdrawn, and the destinies of the association regulated. Mrs. Young's friends seem to have made the mistake of telling openly and unreservedly what they wanted and why they thought their candidate should be elected, instead of explaining these things in private or in conferences called in the rooms of distinguished members of the association.

The organization and discipline of the "old guard" counted, and they were able, in the nominating committee, to muster twenty-eight votes to Mrs. Young's nineteen. Some claim of unfairness and trickery in the appointment of members of the nominating committee from one or two states was made by Mrs. Young's friends, but the returns presented by the delegates from those states were apparently regular, and the nominating committee seems to have taken the only course open to them in seating these members upon their credentials.

The real battle over the presidency occurred in the annual business meeting of active members. A minority of the committee presented a substitute report through the representative of the state of New York, Miss Katherine Deveraux Blake. This report recommended

that the name of Supt. Ella Flagg Young of the Chicago schools be substituted for that of President Z. X. Snyder, of the State Normal School, Greeley, Colorado. After much discussion and delay, and fencing for advantage, the substitution of Supt. Young's name for that of President Snyder was carried, 617 to 376, on a rising vote. The usual motion was then put and carried, authorizing the secretary to cast the unanimous ballot of the association for the officers named in the nominating committee's report as amended.

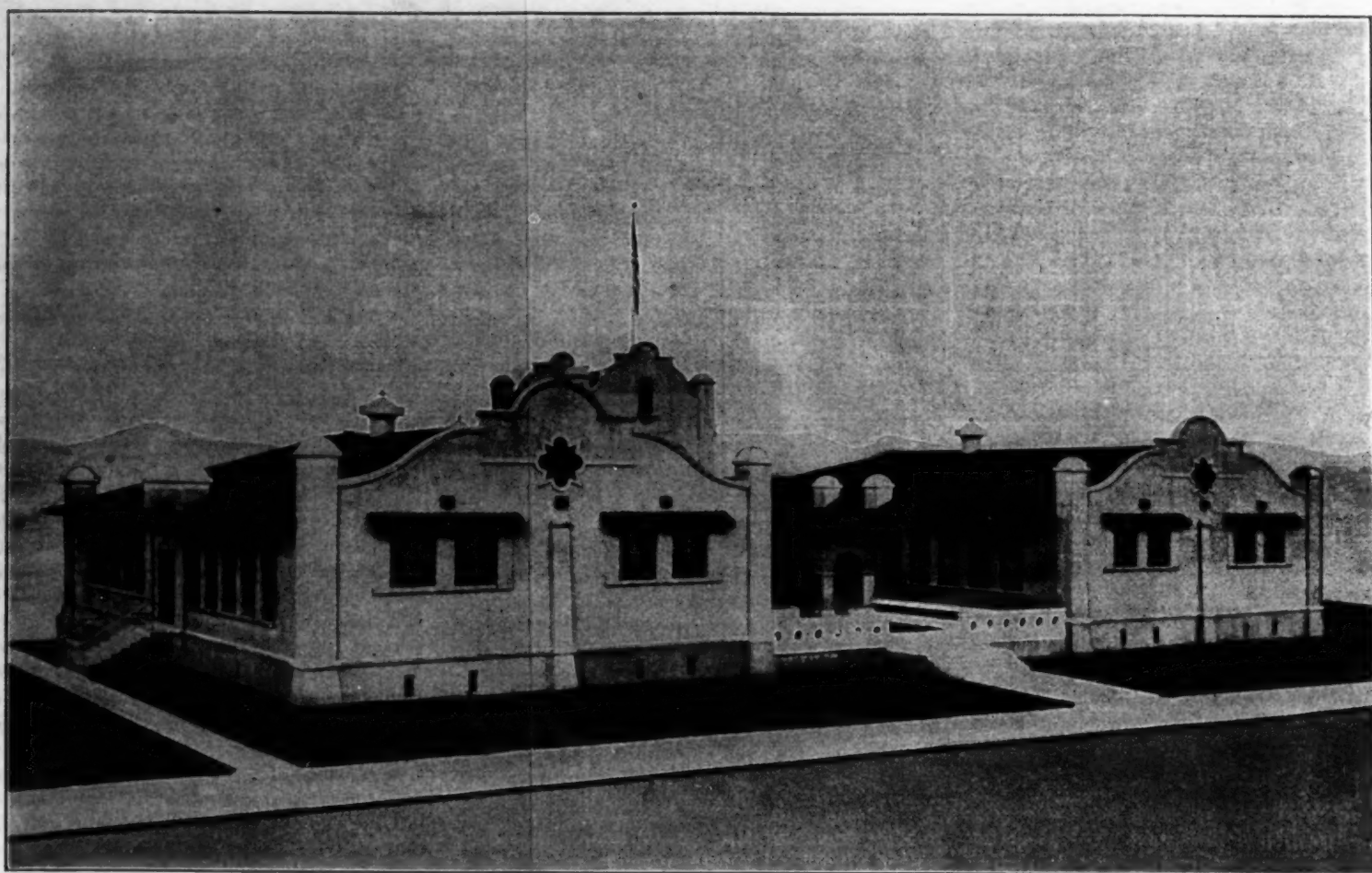
President Joyner's handling of the gavel at this annual business meeting was one of the notable things of the convention. The members have been accustomed to see the gavel swung ruthlessly and all propositions not included in the program mapped out by the management overridden roughshod. President Joyner evidently believed that the N. E. A. is still, in its business meetings, a deliberate body and that its members have the rights and privileges ordinarily secured to the members of such organizations by common parliamentary law. He refused to be hurried; he retained perfect good temper and his patience and evident determination to be fair carried the association through what might have been a very nasty situation and brought the meeting to a close with everyone as good natured as could be expected of people who had sweltered for two and three-quarters hours in a room which, in temperature and lack of ventilation, was a very good imitation of a Turkish bath.

The board of directors had two heated sessions. The acting chairman of the board of trustees stated that Supt. Carroll G. Pearse of Milwaukee had forfeited his seat as a trustee and, at a meeting called in April of which the trustee in question was not notified and at which he was not present, a resolution was passed at the demand of the chairman declaring his seat vacant. At Boston the matter was again laid before the trustees and upon getting full information on the matter, the trustees rescinded their former action by which the seat of the member opposed by the chairman had been declared vacant. One member was not satisfied, however, and insisted on taking the matter before the directors who discussed it for an hour or more until the situation became very confused and embarrassing, particularly for those who had insisted in bringing the question before the directors. In the emergency

(Concluded on Page 36)



ion Convention in Boston, July 4, 1910. President Taft addressing the Meeting.



NEW SCHOOL BUILDINGS, RENO, NEVADA.
Engravings, courtesy of Supt. B. D. Billingshurst. George A. Ferris, Architect, Reno.

NEW SCHOOL BUILDINGS AT RENO, NEVADA.

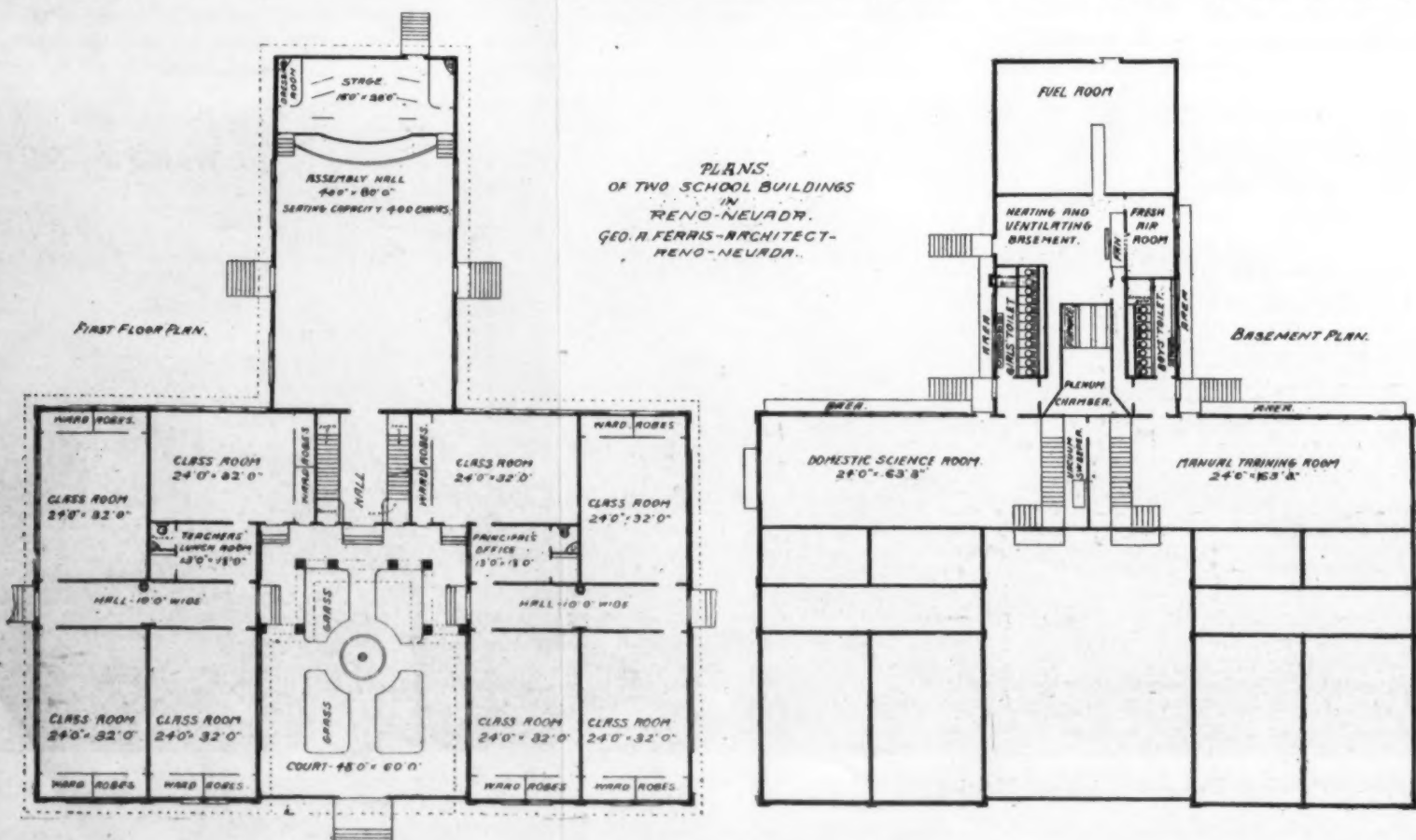
The Orvis Ring and the McKinley Park grade school buildings recently completed at Reno, at a cost of \$40,000 each (exclusive of the grounds and equipment), are of the one-story mission type. The exterior brick walls are completely covered with cement pebble dash, with smooth concrete trim, whose soft gray color is especially adapted to the mission style of architecture. The buildings are almost exact counterparts, the ground dimensions of each being 150 feet in width by 160 feet depth.

A distinctive feature is the central court,

48 feet wide and 60 feet deep, on three sides of which the rooms are grouped. In the center of the court is a large mission fountain surrounded by cement walks which enclose four grass plots. Arched cloisters extend across the rear of the court and part way on each side.

While these buildings are attractive, architecturally, they have been planned with especial reference, first, to the health, comfort and convenience of the pupils and teachers; and secondly, to the demands of the industrial idea in modern education. Accordingly the eight class rooms, the principal's office, the teachers' rest room and the large assembly room, are placed

on the ground floor, which eliminates the stair climbing necessary in two-story buildings. All of these rooms either ~~open~~ lead directly out of doors, or their exits are ~~within~~ within five feet of out doors. The exit doors cannot be locked from the inside; and the halls are so arranged that they cannot become congested; in case of fire, therefore, there is no possibility of injury to the children. Industrial training is provided for in two large and well lighted rooms, each 63 feet by 24 feet—the domestic science room for the girls and the manual training room for the boys. These rooms are placed in the basement because their use by each pupil is



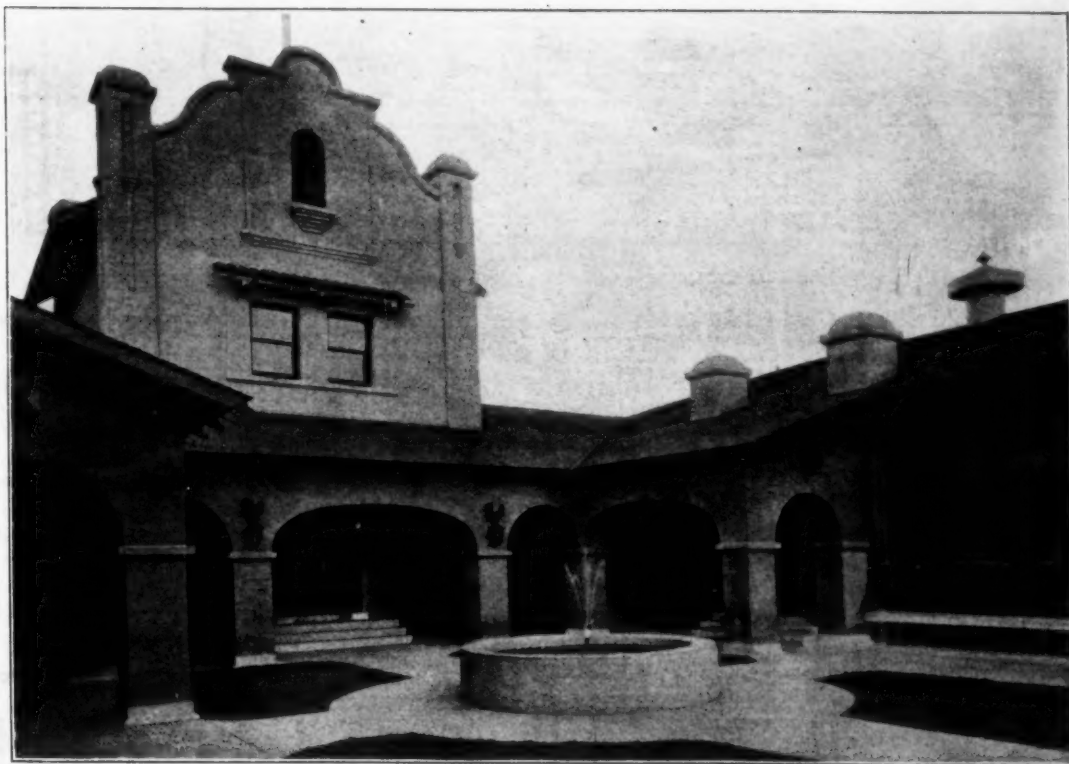
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The class room as planned are each 12 feet on the side and the heating features a side of translucent meeting down. The cachers at Cove boards are coated with wax and or more Oregon wax. The work of the board work of the ing side of the space the painted plate and plastic ing of the two girls. of the to avoid behavior open. Each paper cloak four. The also an e water privy is a

at intervals only, rather than constant as is the case with the regular class rooms. The basement has cement floors and walls; and the ground (or first) floor is of hard maple throughout.

The pupils spend most of their time in the class rooms. These rooms, therefore, are made as pleasant and sanitary as possible. They are each 32 feet long, 24 feet wide and have 12 foot ceilings. In addition to their location on the same floor, their convenience of exit, and their thorough means of ventilating and heating, they are not lacking in other excellent features. Each is well lighted from the left side only. The windows are provided with translucent curtains, each, which roll from the meeting rail of the sash, one up and the other down. All wall surfaces are made so as to catch as little dust and dirt as possible; corners are rounded and sharp angles are avoided. Cove ceilings are constructed and the baseboards are coved to meet the floor. The doors are compound, double veneered with birch and stained mahogany. They are finished in hard wax and are perfectly smooth without panel or moulding. The wood finish is slash grained Oregon pine, stained a greenish brown and wax finished. A special feature of the wood work is the plate rail, which surmounts all the blackboards, for the display of creditable work of pupils and which prevents the marring of the blackboards or walls by pasting or tacking such work thereon. The blackboards are of green hyloplate and cover all available wall space. The walls and ceilings are sand finish, the part above the picture moulding being tinted cream color, and the part between the plate rail and the picture moulding a light neutral green. The walls between the chalk rail and the baseboard are a very hard cement plaster, roughened and painted with hard drying enamel. Each class room is provided with two cloak rooms, one for the boys and one for girls. They are situated at the opposite end of the class room from the entrance in order to avoid the pilfering, loitering or other misbehavior sometimes found in cloak rooms which open into main halls or are part of them. Each cloak room has a cupboard for books, papers, lunch baskets, etc. The walls of the cloak rooms are painted seven feet high with four coats of hard enamel.

The teachers' rest room has a private toilet; also a small kitchen, which is provided with an electric stove, dish closet, sink, hot and cold water, etc. The principal's office also has a private toilet, but in place of the kitchen, there is a room fitted with shelves, cupboards and



COURT YARD SHOWING FOUNTAIN AND CLOISTER.

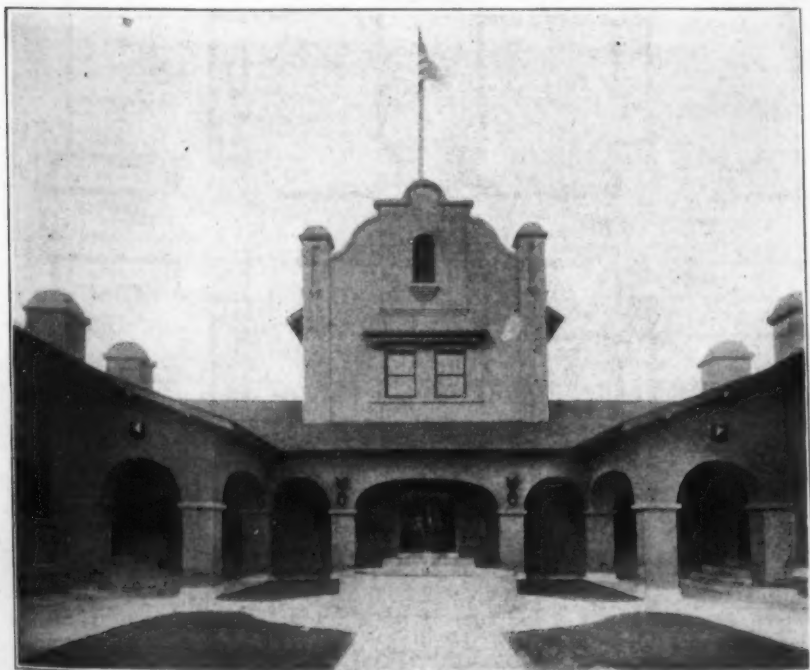
drawers for school supplies. Both the office and the rest room have large built-in book cases with glass doors.

An assembly hall with stage equipment is an unusual feature in a grade school building. Its uses, however, are numerous and important. On the occasions of special day programs, commencements, or other entertainments, pupils, teachers and patrons can meet with mutual pleasure and profit. The music classes assemble daily in this room; and whenever there is reason for all pupils to come together for instruction, counsel or recreation, there is ample room for all. Mothers' clubs, parents' meetings, or other gatherings which will promote the social or intellectual well being of the community should have ready access to these rooms. The assembly hall is 40 feet wide and 80 feet long, including the stage, which extends across one end and is 18 feet in depth. This leaves a floor seating space of about 40 feet by 60 feet, which is sufficient for 400 persons. The stage is provided with two small dressing rooms and each has a lavatory with hot and cold water. The stage is equipped also with a drop curtain and two complete sets of scenery, one a parlor scene, and the other a garden

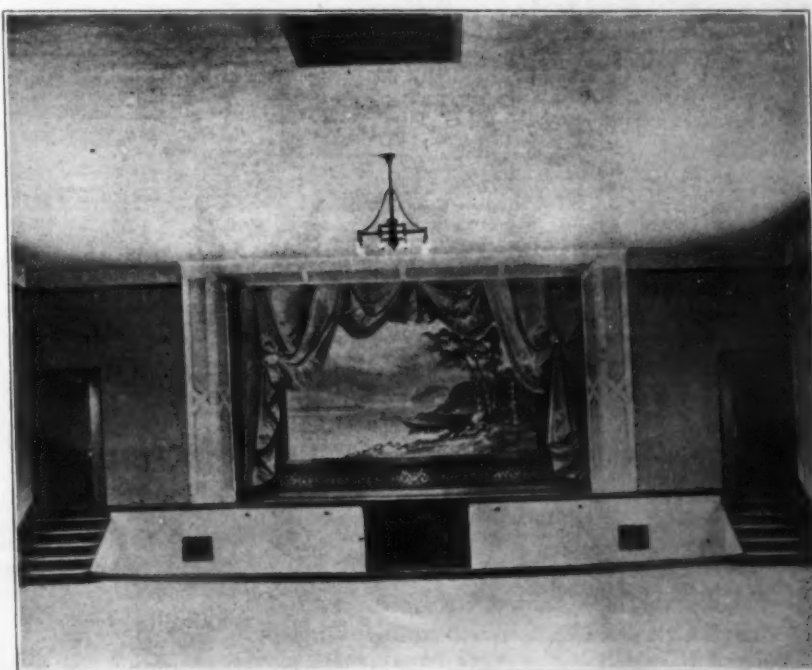
scene. The stage is lighted by foot lights and three sets of border lights of different colors, each color controlled by a separate switch. The two electroliers in the audience room are also controlled from the stage. A four-foot panel of tinted burlap is placed on the walls surrounding the audience room for mounting the semi-annual drawing exhibit of the pupils. Each hall is provided with 400 folding chairs which can be removed quickly from the floor when desired; and each hall has three double door exits.

The mechanical fan system of heating and ventilating, located in the basement, supplies each pupil with 30 cubic feet of fresh air each minute and changes the air in each room eight times per hour. The blower or fan is seven feet in diameter, is turned by an electric motor, draws the air from the outside and forces it through the furnaces and into the rooms throughout the building. The temperature is automatically controlled by Johnson thermostats.

The toilet rooms are situated on either side of the heating and ventilating system, and, in addition to the usual toilet fixtures, are provided with shower baths, hot and cold water



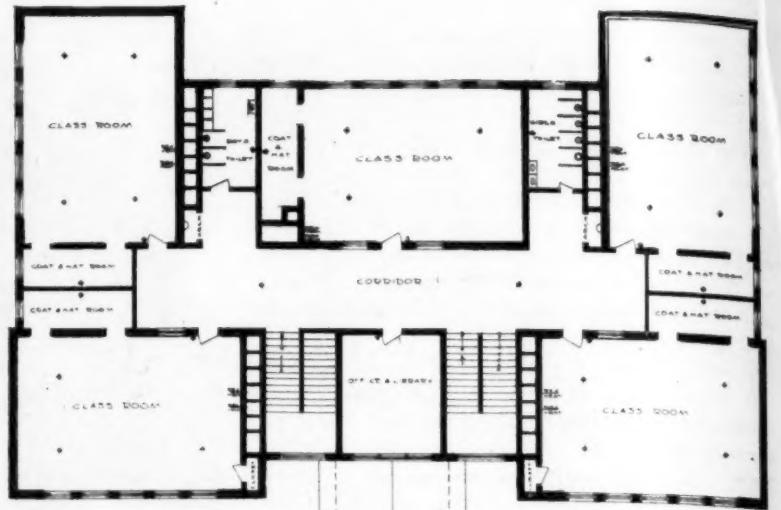
ANOTHER VIEW OF THE COURT YARD



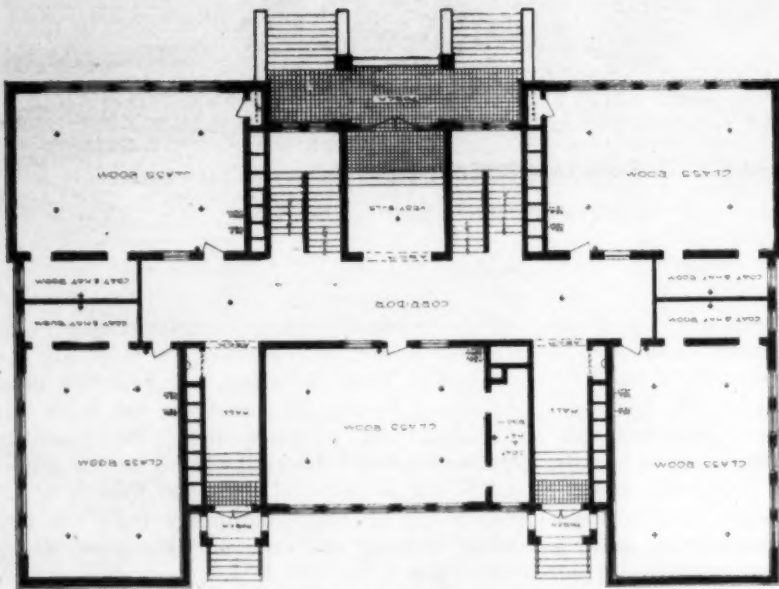
THE ASSEMBLY HALL.



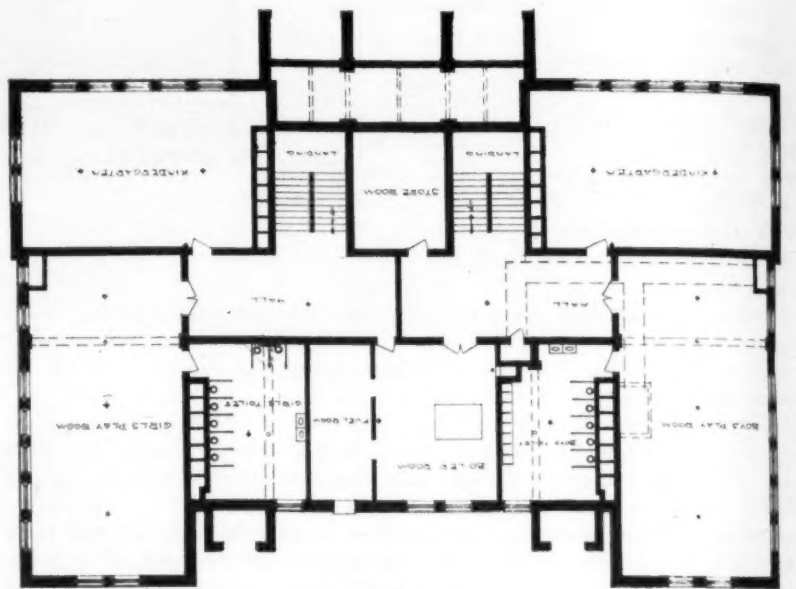
FRANCES E. WILLARD SCHOOL, HOBART, OKLA.
William McCause, Architect.



SECOND FLOOR PLAN.



FIRST FLOOR PLAN.



BASEMENT PLAN

and tempering faucets. They are provided also with exhaust ventilating fans which change the air forty times per hour in these rooms. Each building contains three fire reels and these are connected with a fire line separate from the house supply. Each hallway is provided with a sanitary drinking fountain. There is also a separate hot water plant connected with all lavatories in the building and all the water pipes can be drained at night. The soil pipe has cleanouts every twenty feet, and the plumbing is absolutely sanitary through-

out. Each room is electrically wired and all wires are concealed in electrical conduit pipes. There are two switch boards in the building, one being in the janitor's closet and the other on the stage in the assembly room. The electric wiring extends to the vacuum sweeper which sucks the dust and dirt from the rooms and discharges it into the sewer.

The plans of the buildings were drawn by Mr. George A. Ferris. For the use of the engravings illustrating this article we are indebted to Supt. B. D. Billingshurst of Reno.

MODEL COUNTRY SCHOOL.

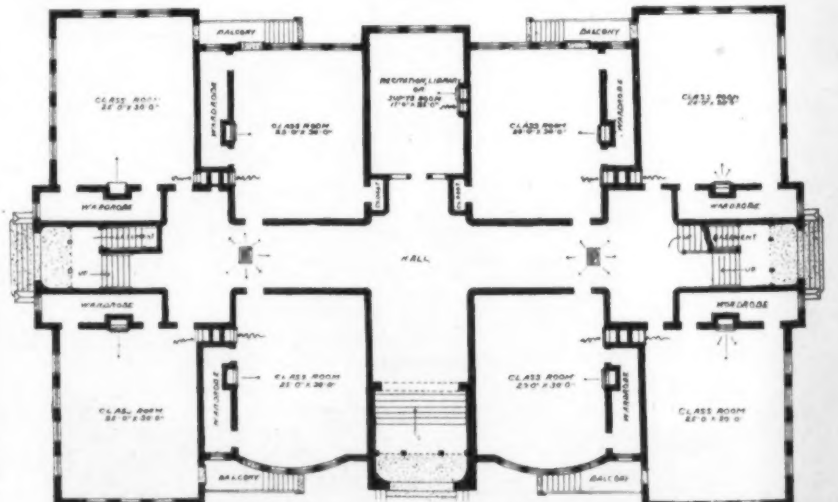
We illustrate on page 14 a splendid design for a one room country school, drawn by Mr. E. W. F. Sharpe of Crawfordsville, Ind. The design has been worked out with a special view to sanitation, discipline, convenience and beauty. The arrangement is such that the teacher can easily oversee every movement of the pupils during the sessions, and can supervise every portion of the building during play periods.

The school room proper is 23x35 feet in size, and is seated for thirty-two children. Light



PERSPECTIVE DESIGN FOR ONE-STORY EIGHT-ROOM SCHOOL.

F. K. Hewitt Architect, Tiffin, O.



FLOOR PLAN FOR ONE-STORY EIGHT ROOM SCHOOL.

Eight Room Building.

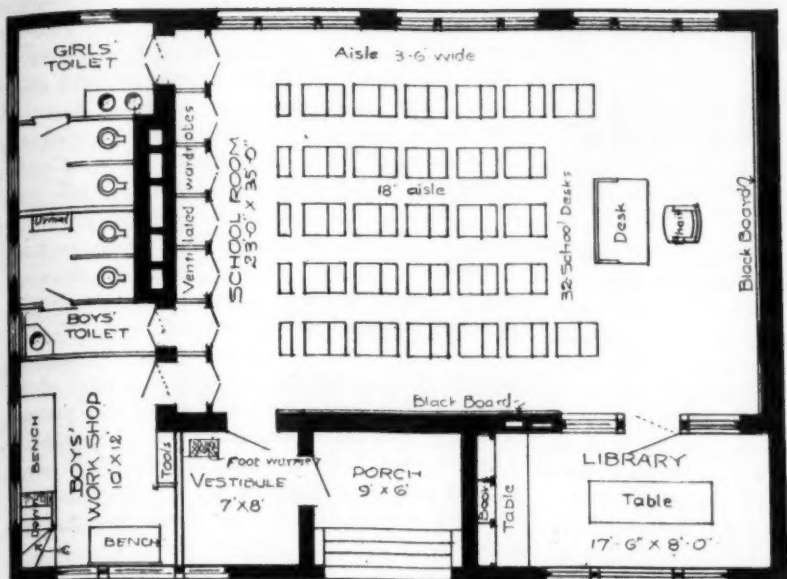
Why build school buildings up in the air? Why oblige little children to climb stairs? Why not cut out the additional danger from fire?

Why not cut out the emergency fire escapes?

Why not eliminate the noise on the stairs and upper floors?

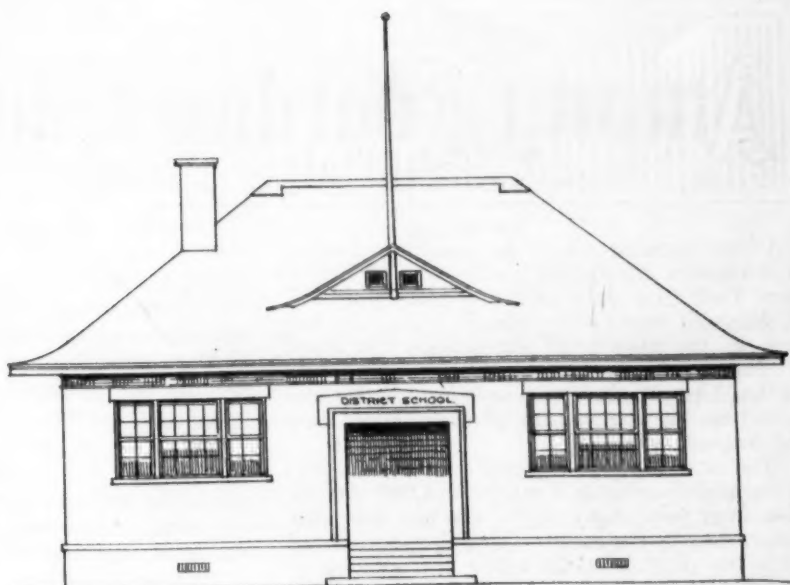
Why not allow the teachers to save their strength and energy by not climbing stairs? Two-thirds of the lives lost in the Collinwood fire were from the second floor rooms.

The advantages of the one story plan, where ground room can be acquired, are many, and we feel sure if the mothers had the deciding vote, there would be an increasing number of one story school buildings.



FLOOR PLAN.

Design for a Model Rural School by Mr. E. W. F. Sharpe, Crawfordsville, Ind.



FRONT ELEVATION

is admitted only from the left side of the pupils. The room is equipped with forty lineal feet of blackboard in the front and right side. A special feature are the ventilated wardrobes, placed against the rear wall, and arranged so that all the foul air of the room is drawn into the ventilating ducts placed at the bottom.

The toilet rooms are separated from the classroom by three sets of doors as a safeguard against noise and insanitary odors. Wash basins and bubble drinking fountains are provided in addition to the toilet fixtures. The last named may be arranged for a dry closet system or a flushing system.

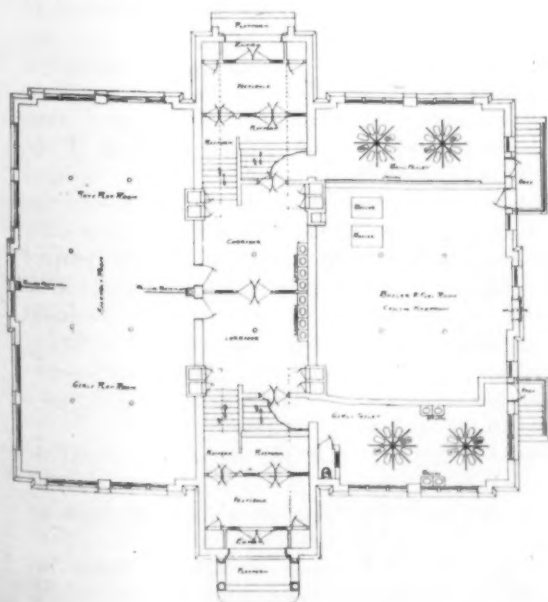
Off from the class room is a small library arranged with a table and book case and intended not only for reading, but also as a special study room for the upper grades and a busy work room for the lower grades. A glass partition makes it possible for the teacher to observe the children at all times. If sewing is taught in the school this room will provide the necessary space.

In the rear of the building a small work shop is arranged for the use of the boys. It is fitted with two work benches and a tool chest. From it access is had to the basement where there is in addition to the furnace room, a large play room which can be used in stormy weather. The heating system consists of a hot air furnace arranged to supply sufficient warmth and ventilation.

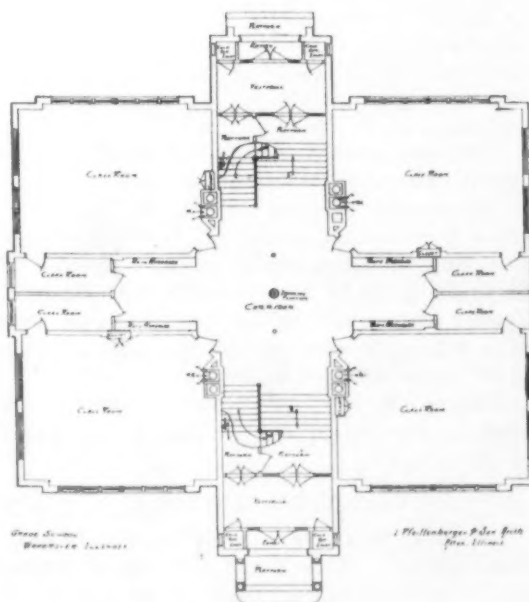
The design is suitable to be worked out in either brick or frame.



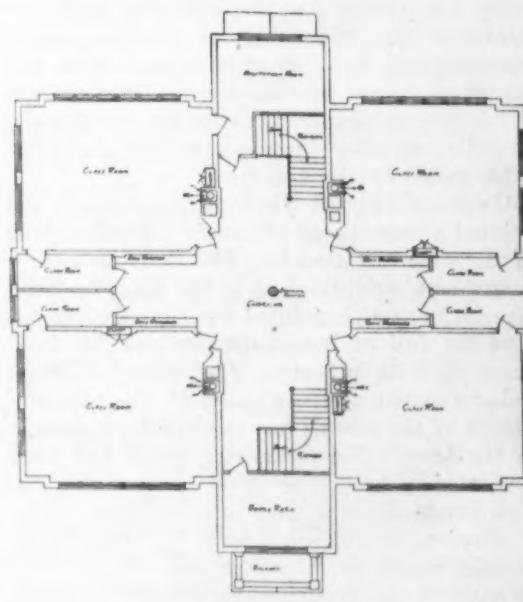
NEW GRADED SCHOOL BUILDING, WOODRIVER, ILL.
L. Pfeifferberger & Son, Architects, Alton, Ill.



BASEMENT.



FIRST FLOOR.



SECOND FLOOR.

FLOOR PLANS, NEW GRADED SCHOOL, WOODRIVER, ILL.
L. Pfeifferberger & Son, Architects, Alton, Ill.

Among Boards of Education

A free evening school for teaching English to foreigners was opened on the first of May in New York City with great success. Supt. V. H. Maxwell says of the school: "For the first time in the history of the schools the board of education has organized a free evening school for teaching English to foreigners, to be conducted during the months of May, June, July and August."

"The attendance on the first evening was 585; on the second evening it ran up to 1,049. Among these there were many pupils who had been only a short time in the country, some having arrived but a few days or weeks before the opening of the school. To these, especially, the school has proved a perfect boon."

"From present appearances it promises to be one of the largest schools ever opened in the evening. The principal and his assistants have been selected on account of their special fitness for the work, as demonstrated by their record in past years."

Clinton, N. Y. The school board has abolished all secret societies in the public high school.

East St. Louis, Ill. The school board has fixed the monthly pay day for the Wednesday after the first Monday of each month. In the past, they were paid on the last day of each month, which allowed very short time for the computation of the roll and made possible small errors.

The Memphis board of education is putting in practice a new policy for improving its schoolhouses. No buildings are to be erected which are not fireproof.

The Pennsylvania state department of instruction has recently made its annual distribution of school funds. The common schools receive \$6,774,800; the normal schools, \$300,000; the township and borough high schools, \$225,000; salaries for county superintendents, \$115,000. In addition, \$50,000 was distributed for the payment of tuition of non-resident pupils in city high schools. The girls' normal school of Philadelphia received \$36,000 state aid.

An educational commission is to be established in Arkansas. It is stated that Dr. Henry S. Hartzog of Ouachita College, Arkadelphia, is to be its secretary. The commission will be entrusted with the codification of the entire school laws of the state.

Savings banks will be introduced shortly in thirty public schools at Detroit, Mich.

Olympia, Wash. In an opinion to the state school superintendent the attorney general ruled last month that the state law makes no provision for cancelling unrepresented school warrants and that they must be paid when presented no matter how many years have elapsed. With general county warrants the law permits cancellation when unrepresented for six years after called by the treasurer.

Governor John F. Shafroth has recently appointed a commission to codify the school laws of the state of Colorado. The movement for a commission originated with the state teachers' association, which pointed out that the present laws are full of inconsistencies and are lumbered up with numerous amendments. Much embarrassment and confusion in the administration of the schools has resulted from defects in the laws. The committee which has been appointed is headed by Mrs. Katherine Cook, state superintendent, and includes Supt. Chas. E. Chadsey of Denver, Frank E. Gove, W. B. Mooney, Frank E. Thompson, and others. The expenses of the investigation will not be borne by the state.

Rochester, N. Y. A school of domestic

science and art has been opened and placed under the department of industrial training. The usual courses will be offered in plain sewing, dressmaking, millinery and cooking, each of these including work in arithmetic, English, spelling and geography. Equipment has been installed to cover every detail of the courses offered. The hours of the school will be 9:00 a. m. to 3:30 p. m., with a half hour for luncheon. The school is free to all the girls of the city who are thirteen years old or over and who have completed the work of the sixth grade of a grammar school.

Davenport, Ia. Nature study has been dropped as a subject of the course of study by the board of education. Music has been cut to half time as also has physical culture. The interruption to regular work is the explanation offered by the board.

Columbus, Ohio. The board of education disapproved separate schools for tubercular children. The expense involved and the demand for buildings for general school use were the causes.

The Baron de Hirsch school, founded twenty years ago for the education of immigrant children in Brooklyn, has been discontinued in favor of the work done in the public schools. The \$12,000,000 fund will be applied to work of the Educational Alliance of New York.

Leominster, Mass. A complete cooking and sewing department has been installed in the new high school. The department is the result of a demand made by parents and pupils for equipment.

The New Jersey state education commission will visit every county during the summer to investigate educational affairs. Graft exposures in Atlantic county have led to a thorough examination. Counties will be taken in alphabetical order to avoid every suggestion of prejudice.

Washington, D. C. William V. Cox has been elected president of the board of education to succeed Capt. James F. Oyster, resigned.

Detroit, Mich. Dr. Charles F. Kulm has been elected president of the board of education for the coming year.

Milwaukee, Wis. John H. Puelicher has been elected president of the board of education.

The school committee of Worcester, Mass., has co-operated during the present summer with the local playground association in opening the school yards as general playgrounds. Salaries.

Worcester, Mass. The school committee has recently amended its schedule so that the director of manual training will in the future receive a minimum salary of \$1,800 per year. For supplementary service annual increases of \$100 will be made up to a maximum of \$2,200. Truant officers will in the future receive \$900 as a minimum with annual increases of \$100 up to a maximum of \$1,100.

Milford, N. H. Salaries of high school teachers were raised ten per cent by the board of education.

VACATION SCHOOLS.

Lawrence, Mass. Five vacation schools have been opened. More than a thousand pupils are in attendance. In each school pupils are divided into four groups or classes.

The first includes both boys and girls who

are under seven; the second boys and girls between seven and ten; the third is made up of girls above ten, and the fourth of boys above ten. Each of these groups has work suited to the needs, tastes and capacities of the children. It is all hand work. There is no study of books.

Chicago, Ill. Twenty vacation schools were opened July 5th and will continue until August 13th. Manual training, sewing, cooking, physical training, games, singing, drawing, nature and academic subjects will be taught. A room for deaf will be opened.

Toledo, Ohio. Seven vacation or summer schools were opened July 11, for a term of six weeks. The instruction will be mostly manual training and playground work. The schools will be open from 8:30 to 11:30. Each playground will be supervised by a man supervisor with an additional woman supervisor for the girls.

RULES AND REGULATIONS.

Belfast, Me. The school committee adopted a resolution by which all teachers after July, 1911, must hold state teachers' certificate, normal or college diplomas. Teachers will be obliged to sign a contract drawn up by the chairman of the committee and the superintendent.

Upon recommendation of the principals of the high schools football will be allowed in the Washington, D. C., schools. The game is put on its good behavior and if again found dangerous to life and limb will be forbidden.

Pontiac, Mich. The school board has recently adopted a rule providing that pupils who wish to remove conditions by taking work with a tutor during the vacation must pass a satisfactory examination with the teacher who gave the condition or under the direction of the principal. No pupil while pursuing work in the high school will be entitled to receive credit for work taken outside of school under a tutor. To obtain credit for work done during the summer, pupils must, before entering upon such work, obtain permission from the principal of the high school and from the teacher in charge of that work, and at the beginning of the semester following must pass a satisfactory examination to be given under the direction of the principal by the teacher then in charge of that work.

Memphis, Tenn. A new system of accounting has recently been completed for the board of education by Mr. Thomas R. Lill.

Under this system, it is possible for the board, each month, to get an accurate idea of the running expenses, the financial status of the school district and the cost of operating each building. The system is, according to Mr. Lill, the completest evolved in any city and compares favorably with the New York and St. Louis systems. It makes possible the figuring of exact per capita cost, etc.

As a means of interesting teachers and school boards in better schools buildings, the Texas conference for education has issued three large sheets of plans and perspectives of one, two and three room schools. A plea is being made in the plans for better sanitary buildings. The conference has now in preparation a bulletin on schoolhouse construction, the purpose of which will be to give reliable information on the subject and also to arouse public sentiment in favor of improved schools. Mr. C. E. Evans, general agent of the conference, is enthusiastic in his advocacy of better school plants as a means of improving instruction.

Rock Island, Ill. The school board has recently increased the salaries of all teachers in its employ. The sum of \$5,000 has been set aside to cover the advance.

Supt. N. G. Wheeler, of Everett, Mass., has recently resigned to become head of the schools in Passaic, N. J. The position carries a salary of \$3,500 per year.

WIDER USE OF SCHOOL BUILDINGS.

By Supt. William H. Maxwell, New York City.

That a public school building may be used economically, it ought to be used all of the time—summer and winter, morning, afternoon and evening—and it ought to be used for the greatest benefit to the greatest number of people. Otherwise a large part of the people's investment in the building is wasted. To use a school building only from nine to three, five days in the week, nine months in the year—in other words to allow it to remain unused more than one-half the working year—is not only to waste the people's money, but to deprive of the benefits of its use many thousands of persons of all ages who might otherwise take advantage of them.

That school buildings in cities may be used economically they should be provided not only with outdoor playgrounds, but with large indoor playgrounds, with assembly-rooms, with rooms equipped for teaching carpentry and cooking, with classrooms furnished with moveable furniture and capable of being converted into open-air rooms.

The activities which may be conducted outside of the regular school hours are evening schools, continuation schools from 7 to 9 a. m., and from 4 p. m. to 6 p. m. for children who have left school to go to work before completing the elementary school course; recreation centers in the evening for young working-people; lectures, concerts and debating societies.

During the long summer vacation school premises should be used for continuation schools for pupils who have failed of promotion in June, for manual training work for children who are compelled to reside in the city during the heated term, and for playgrounds. All high schools should be maintained throughout the year, summer as well as winter. Workshops and cooking rooms should be kept in operation every afternoon and on Saturday morning for the sake of those children who cannot get sufficient eye and hand training during the regular school hours, and for children preparing for the trades. In cities in which foreign immigrants settle in large numbers, summer evening schools should be established to teach English to foreigners.

There are two conditions which are essential to the success of any activities undertaken in school premises outside of school hours.

1. The activities should be under the direction of the school authorities and should be supported at public expense. No other agency has the means to conduct them on a sufficiently large scale. No other agency has the staying power to conduct necessary experiments over a series of years in order to determine a policy. No other agency has the power to secure the essential co-operation of the day school staff with those responsible for the outside work. No other agency is so likely to keep the playgrounds clear of their most insidious foe—political influence in the appointment of the directors.

2. It is not buildings or equipment that make a playground successful, but the persons in charge. If the director and his assistants do not sympathize with children, if they are not resourceful and inventive, if they cannot play all children's games, and if they have not the executive ability to vary the activities, so that physical exertion, repose, and recreative work have their proper time and rotation, the playground, no matter what its appointments or resources, will be a comparative failure. City children must be taught how to play.

As a corollary to the second condition it follows that all normal schools and training schools for teachers should instruct our future teachers in the teaching of gymnastics, athletics and games.

—Abstract.

Science is the gateway to man's material prosperity and progress, and as this is a new, original, inventive age, intensely material, the modern high school should be equipped and able through science to solve the community problems and contribute to the community's growth and best development. Science is as strictly vocational as cultural, or as strictly cultural as vocational, but it is the purpose of the school to make it serve man, bear his burdens and brighten the way.

While the dominant interest of the community cannot be accepted as the correct basis upon which to determine the course of study, the dominant interest of the community, together with the dominant interest of the race, must be the common ground upon which the real living course must be built.

Our schools must stand for both industrial and cultural efficiency; they must build along humanistic as well as artistic lines. On the economic side they must produce wealth and construct means for its distribution; on the cultural side they must produce ideals and thought and construct character and men.

Supt. H. G. Russell, Greenfield, Ill.

Schoolroom Dust

School authorities generally have now become pretty well informed of the fact that dust conveys more infectious diseases than are conveyed by any other known means.

Within the last two years, since a special vacuum cleaning system was devised by means of which schoolrooms can be cleaned thoroughly and quickly, many of the best schools in the country have been equipped and rendered practically dustless.

In all cases where careful attention has been given to health conditions, a very noticeable improvement in the health of the pupils in such schools has been noted.

For example: In the 16th District School No. 1 in Milwaukee, Wis., during the first four months of the school year of 1907-8, it was found that of all the absences from school, 62 per cent stayed away because of illness of one kind or another. At that time the old-fashioned brush and duster were being used to clean the rooms.

In the summer of 1908 a special vacuum cleaning system was installed in that building, and the record of absences during the first four months of the school year of 1908-9 was taken, and compared with that of the previous year, and it was found that only 42 per cent of those who were absent stayed away because of illness.

Of course, it cannot be claimed positively that the 20 per cent difference shown in these four months resulted entirely from the beneficial effects of the vacuum cleaning system, but those who are in positions to know, realizing the pathological nature of dust, are convinced, apparently, that the greater part of the improvement in health conditions was attributable to the fact that neither brush, broom nor duster were used during the time above mentioned.

It is a fact that the broom, the brush and the duster were entirely eliminated from the cleaning outfit of that school during the school year of 1908-9, and it is also a fact that it was found necessary to scrub the building but three times during that year.

It is also a fact that the work of cleaning was reduced materially, that the cleaning was done more quickly, with less noise, and in a manner far superior to the results procured by the old-fashioned implements in previous years.

It will interest school authorities to learn that this company has now purchased the patents, the business and the good will of the leading manufacturers of vacuum cleaning systems, including that of the American Air Cleaning Co., of Milwaukee, Wis., the only company in the world that has ever specialized on school cleaning systems.

This company now owns and controls eighty-five of the most vital patents relating to this industry.

It is now manufacturing the most complete system for school cleaning that has ever been put on the market, for it includes all the original points of excellence of the American Air Cleaning Company, together with the improvements made possible by the combination of all the leading patents on vacuum cleaning apparatus.

The business will hereafter be done through the plumbing, steamfitting and electrical supply trades, so that school authorities desiring information as to the proper outfits for school buildings of various sizes have only to ask their plumbers, steamfitters and electrical supply dealers in their local cities to communicate with us, and we will be very glad to see that the proper system is selected in each case.

We maintain a special school equipment department, and invite correspondence from interested parties.

Literature explaining the economic and sanitary value of vacuum cleaning may be had for the asking.

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BOOK REVIEWS.

A Primer.

By Bertha B. Cobb, 119 pages. Thompson-Brown Co., Boston, New York.

The aim of this series is animated, expressive, oral reading in the schools as a means of improving the English of boys and girls. In this primer exclamatory sentences, question sentences with their answers form an unusually large proportion of the whole. Simple but appropriate illustrations give variety and life to the printed matter. The instructions for the use of this primer are almost unique in their excellence. They are pointed, well proportioned, practical. Portions of these instructions should appear in each reader of this series.

Stories for Wakeland and Dreamland.

By Anne Elizabeth Allen. 104 pages. Illustrated. Milton Bradley Company, Springfield, Mass.

Twenty-two stories, just right to be told children in morning hours in a kindergarten, or in that witching time between the dark and the daylight, or as a sugar plum after being snugly tucked into bed. Each story is instinct with life. The discontented stick, the disobedient pigeon, the intelligent dog, the needles in the mother's work-basket, the tug that lost her temper, do a deal of thinking out loud. Those of winds and water, of nest making and seed-carrying will help children to understand what a beautiful world they are living in. Others unfold the qualities of friendliness, generosity, sympathy. One and all are so well told that it seems easy to do as well, till one has tried.

The book is affectionately dedicated to the mother of the author. Perhaps this book is the outcome of a rare store of tales and thoughts that mother dropped into the mind of her daughter.

A Student's History of American Literature.

By Wm. E. Simonds. 383 pages. Price, \$1.10, net. Houghton Mifflin Company, Boston.

It is well to keep in mind that this volume does not attempt American literature, but its history. The distinction is significant. The author has sought to interest his readers in the personal narratives of the men and women who have created—and are still creating—our literature and the environment that has shaped their thinking and living. The early colonial period is treated discriminatingly and with a sense of its relative importance. The larger part is properly given to the members of the New England coterie and to the historians and orators whose reputation is more than national. "And these were giants in those days." The mention of the more recent writers is almost dictionary like in

its brevity. However, it is too early to settle the never settled-question of relation, rank or permanence. An outsider may query why so little space is allowed John Hay, Henry James, Jr., E. E. Hale and so much is granted Walt Whitman. The discussion of the southern poets is enlightening; that of Sidney Lanier is especially satisfying.

Of the fourteen full page illustrations all but one are from contemporary engravings. Made at different dates in the earlier half of the nineteenth century, their quaintness lends an air of remoteness to these pictures of public buildings and places. The pages allowed in different parts of the book to a chronological review of American literature are full. One column is given to contemporaneous English publications, another to historical items of interest. In each section the complete editions, the authoritative biographies, poetical tributes, critiques of the authors named in the section, occur in the well chosen suggestions for reading. Certain poems or essays by different authors are several times named to be studied for comparison of the diction, the truthfulness of description, general handling of the subject. An unusually full index adds materially to the value of this book for purposes of references.

The Soul of a Serf.

By J. Breckenridge Ellis. 328 pages, cloth, illustrated, \$1.00. Laird & Lee, Chicago.

The Soul of a Serf is a refreshing story of other times and other countries. Usfrey was the only one saved when the Baltic swept away his village and all its inhabitants. He became an un-freeman to one Port of Strangtun. Although his condition was little better than that of slave, his soul aspired to freedom and great deeds of valor. The story, well and graphically told, shows how, through various vicissitudes he became a great man, rose from serf to alderman and finally went to Britain. A marriage from revenge to the maid of the chief of Strangtun, and subsequent wifely hatred, which is later dominated by valiant deeds and turned into love, furnishes the romantic portion of the story. To the novel is attached an historical appendix dealing with the Anglo-Saxons of the earliest times, down to the English conquest of Britain. The book is refreshing for the vigor of the English, the strength of the story and for the remoteness and strangeness of the scenes and events. It is pleasant summer reading.

Elements of United States History.

By Edward Channing, professor of history, Harvard University, and Susan J. Ginn, Hyde School, Boston. 349 pages. Price 90 cents. The Macmillan Co., New York, Chicago.

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The view that Mr. Channing holds with regard to teaching history, especially American history, is a very sound one. "It is an account of a development," he says in the preface to this book, that "should always be present in the teacher's mind, and each teacher should, by question and suggestion, lead the pupils themselves to look upon it as a continuous story instead of as a successor of events, some of them interesting, but more of them inexpressibly dull. The incidents may be made more interesting and graphic by the use of many devices: School plays and pageants, introducing leading characters of American history; and the compiling of picture scrap-books telling the country's story, or portions of it, by illustrations drawn from magazines, advertisements and guidebooks." All this is very good and if followed would render the teaching of history much less a task than it is to many and would obviate a certain dislike entertained by many pupils for this study. Mr. Channing's own history of the United States will help much along these lines.

Elements of Algebra.

By Arthur Schultze, New York University. 389 pages. Price, 85 cents, net. The Macmillan Co. New York, Chicago.

The particular features of the algebra are that all unnecessary methods and "cases" are omitted; all parts of the theory which are beyond the comprehension of the student or which are logically unsound are omitted; the exercises are slightly simpler than in the larger book (by the same author) and topics of practical importance, as quadratic equations and graphs, are placed early in the course. The book appears to be practical and useful.

Elementary Zoology.

By Thomas Walton Galloway, James Millikan University, Decatur, Ill. 418 pages, 160 illustrations. Price, \$1.25. P. Blakiston's Son & Co., Philadelphia.

The author claims that this book is intended to train men and women and not zoologists—helping candidates for life and not candidates for college entrance. He believes that the secondary school biology of the future will be primarily concerned about our life interests and that the great evolutionary conception, which can only be had by some study of the ecology, morphology and physiology of animal phyla is quite as really and profoundly a "human interest" as is stock breeding, agriculture, or malaria, and that no course in zoology which is more than commercial can afford to neglect it. The 160 illustrations in this volume, with questions on the figure, add to its usefulness and interest. A useful index is added.

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Patriots and Royalists. By Tudor Jenks. 12mo. cloth 280 pages, illustrated. Price \$1.25. Thos. Y. Crowell & Co., New York.

Tudor Jenks, author of "When America was New," gives us in this history the story of the American Revolution, and that only or at least little more. The story is well told, and treats of one period fully, which is a decided advantage. As a rule, too much American history is crowded into the ordinary school text book. Mr. Jenks is taking this vast subject piecemeal and the work is, consequently, being more intelligently treated than it is generally in the ordinary way of writing small histories. The illustrations are of no particular value.

Parliamentary Law.

A complete syllabus of rules with explanatory notes. By F. M. Gregg, Nebraska State Normal School, Peru, Neb. 112 pages. Ginn & Co., Boston, New York, Chicago.

Mr. Gregg says, we think correctly, that "the ideal twentieth century education calls for efficiency in all situations that confront the average citizen. An education is not complete that does not include some training in matters of a parliamentary nature, and a course of study and practice in parliamentary law." He has supplied a short, practical work on this subject that is worth considering by those who have to preside at meetings. The little work is enhanced in value by a graphic classification and a system of thumb indexing.

Selected Essays and Addresses of Huxley.

By Philo Melvyn Buck, McKinley high school, St. Louis. 336 pages, notes and introduction. Price, twenty-five cents. The Macmillan Co., New York, Chicago.

Huxley's intellectual conflicts have long since become dead issues. There really seems little reason why it should be constantly used as a classroom text book, let his skill in exposition be what it may, especially when there are others later and better that could be more profitably employed. The book contains the usual essays of Huxley found in this class of book.

The Body and its Defenses.

By Frances Gulick Jewett. 12mo. cloth, 342 pages, illustrated. List price, 65 cents. Ginn

& Company, New York, Chicago and Boston.

In this book on The Body and Its Defenses, attention is drawn to right and wrong habits of sitting, standing and walking; to the relation of the school desk to spinal curvature; to the laws of growth, through which the knowledge of correct habits of posture may be secured. Much stress is laid on the value of physical exercises as an aid to general health, and to the development of muscular vigor and the renewal of tissue, through food and exercise. There is added a bibliographical list, questions, glossary and index. The work is valuable more perhaps for an instructor on hygiene than for a text book. It is a companion volume to "Good Health" in the Gulick Hygiene Series.

History of German Literature.

By Robert Webber Moore, professor of German in Colgate University. Eighth edition. Cloth, illustrated, 248 pages. Germania Press, Hamilton, N. Y.

Robert Webber Moore, lecturer and professor of German in Colgate University, has issued a revised and enlarged edition of his history of German literature. While very thorough, the plan of the work is elementary and adapted to the classroom. He shows how the important epochs have developed and furnished valuable biographies of the leader connected with these epochs. The present edition is considerably enlarged. As the history of German literature has to do almost exclusively with productions written in the High German language, the subject is divided in the same way as the development of the language:

1. Old High German Literature, 600-1100, from the rise of the Franks to the Crusades.
2. Middle High German Literature, 1100-1500, from the Crusades to the Reformation.
3. New High German Literature, 1500, to the present.

Tillers of the Ground.

By Marion I. Newbigin, Edinburgh School of Medicine for Women. 224 pages. Price fifty cents. Macmillan Co., New York, Chicago.

This little volume can be highly recommended. It is a joy. It differs from a laboratory book of science or work of reference, being couched in language simple and untechnical, yet withal, scientific. The subjects treated are of prime

interest. Primitive Tillers of the Soil, Reclaiming the Desert, Beginnings of Food-Plants, Spreading of Food-Plants, Improving Cultivated Plants, Experiments in Plant Breeding, are some of the subjects treated in a thorough yet popular style. Some of the illustrations are very good.

Practical Curve Tracing.

By R. Howard Duncan, Engineering Department, University of Leeds. 137 pages, with diagrams. Price, \$1.60, net. Longmans, Green & Co., New York.

This work is intended especially for the student of engineering. While it is conceded that the engineering student needs a good knowledge of various branches of mathematics and the ability to make use of his knowledge in the solution of practical problems, it is claimed by the author that it is not necessary to burden him with a large amount of purely academic mathematics, or to spend a considerable time in making a complete study of co-ordinate geometry from a purely mathematical standpoint. This book is an attempt to present the methods of curve plotting in an orderly sequence, and at the same time, to give the student that knowledge of the properties of the chief families of curves which is essential for him. Calculus is thus taught from a graphical standpoint. Added chapters upon differentiation and integration are given.

American Public Addresses.

By James V. Denney, Ohio State University, 325 pages. Scott, Foresman & Co., Chicago.

Mr. Denney wisely says in his brilliant introduction to this work that "the art of public speech has become less a profession, less a matter of set rules and formulas, less the possession of a particular class of people, exclusively devoted to its cultivation, and more of a staple need of the many. A good reason this why every educated person should wish to learn more about it." The most valuable portion of the work is the didactic portion of the work which treats of Occasion for Speaking, Kinds of Public Addresses, The Oral Quality, Fashions in Public Address, Methods, and a dissertation on the Parts of a Discourse, and a Summary of the Plan of Study. There are twenty speeches and addresses, and notes and suggestions.

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The Lost Art of Conversation.

By Horatio S. Krans. 12mo. 368 pages. Price, \$1.50, net. Sturgis & Walton Co., New York.

The art of conversation may be said to be lost in our age on account of several reasons, among which may be mentioned ill-stored minds, lack of amenities of life, or ill breeding, our commercial age which engrosses the mind on material things to the exclusion of the things of the mind, and generally, a want of that "charity which endureth all things." No book instruction can supply knowledge, brains or ready wit for the adept conversationalist, yet it may teach one the use of such talents as he may possess. It must never be forgotten that half the success of a good conversationalist is to be a good listener, but those who possess this quality are rare and unfortunately becoming more rare, as may be shown by the inanities so frequently indulged in in our drawing rooms. The editor of this work aims to bring together in one volume the best English essays on conversation, thus providing hints, suggestions, rules and precepts likely to be helpful in the making of good talk. It is well to know what subjects are tabooed, but it is better to have the kindly disposition which puts others at their ease and brings out the best there is in them.

TEXT BOOK NEWS.

Providence, R. I. Following text books have been added to the high school list: First Principles of Chemistry, Browne in place of Elements of Chemistry, Williams; English Literature, by Wm. J. Long; English Composition, by Chas. Lane Hanson; Hitchcock's Enlarged Practice Book, Standard English Classics.

Quincy, Ill. Ashley's American Government was adopted by the board of education for the high school.

Worcester, Mass. The school committee has recently selected ten books for supplementary reading in the grades. The list includes: Kenyon Warner Culture readers, three books (Merrill); Wiley's Mother Goose primer (Merrill); Pinochio (Ginn); Cinderella (Longmans); Once Upon a Time Stories (Longman.)

Worcester, Mass. For regular texts in the high school the committee has adopted Gano's Commercial Law (American); Gannett-Harrison-Houston's Commercial geography (American); and Hitchcock's Enlarged Practice Book in English Composition (Henry Holt.)

St. Louis, Mo. Mace's school history has recently been adopted.

In thirty-one counties of the state of Washington, Mace's primary history has been selected; Mace's School history by nineteen counties; Dodge's elementary geography, sixteen counties; Dodge's advanced geography, sixteen counties; Curry's Literary Readings, sixteen counties.

Monmouth, Ill. The school board has adopted recently, Cheney's Short History of England (Ginn); Hawkes' algebra (Ginn); James & Jenks' Bellum Helveticum (Scott-Foresman); Smith & Laing's First year Latin; Applied Arts Drawing Books (Atkinson.)

Chicago, Ill. The school board has adopted Gulick's Good Health and Control of Mind and Body for the grades. Palmer's Practical Business Writing System has been introduced.

The Isaac Pitman system of shorthand has recently been adopted in the Summer School of the Normal College of the City of New York. This is the first time that the subject of shorthand has been taught in this institution.

Freeport, Ill. The Gregg system of stenography was adopted for use in the commercial department of the high school. Gregg's Manual of Instruction and the Progressive Exercise book will be used. The Applied Arts Drawing Book—two book edition—will replace the book now in use.

The following publications issued by Isaac Pitman & Sons, New York, have been adopted by the Paterson (N. J.) Board of Education; Smith's

"Cumulative Speller & Shorthand Vocabulary;" "Pitman's Graduated Tests in Shorthand," and "Pitman's Progressive Dictator."

"Practical Course in Touch Typewriting," published by Isaac Pitman & Sons, has been adopted by the high school, Englewood, N. J., and "Course in Isaac Pitman Shorthand" in the high school, Mt. Pleasant, Pa.

Davenport, Ia. Following text books have been adopted by the board of education: Lyman's Plane and Solid Geometry, James and Sanford's American History, James and Sanford's Government in the State and Nation; Erskine's Modern Business Correspondence, Cheyney's Short History of England and Buehler's Modern English Grammar, and Buehler and Hotchkiss' Modern English Lessons for the Grammar grades.

Ginn Books Successful.

Text books published by Ginn & Company have met with remarkable success in the recent county adoptions in the state of Washington. Among the more important adoptions may be mentioned: Jones' readers—complete or in part—in King, Ferry, Stevens, Thurston, Franklin, Pacific, Chelan and Skamania counties. They are now in use in Blaine, Everett, Snohomish, Ferndale and Bremerton.

Blodgett readers—complete or in part—in Mason, Douglas, Klickitat, Pierce, Asotin, Benton, Yakima and Kittitas counties and in the cities of Sumner, Port Angeles, Everett, Montesano and Puyallup. In use in Aberdeen, Centralia, Shelton and Marysville.

Wentworth-Smith arithmetics: Bellingham, Wenatchee, Colville, Sumner, Port Angeles, Ferry and Douglas counties and in six private schools of Seattle and Tacoma.

Blaisdell physiologies: King, Whitman, Spokane, Klickitat, Yakima, Skamania, Adams, Lewis, Island, Thurston and Chehalis counties. In use in Tacoma, Everett, Vancouver, Port Townsend, North Yakima, Haquiam, Port Angeles, Clarke, Dayton, Snohomish, Puyallup, Centralia, Montesano, Cosmopolis, Buckley, Davenport, Elma, Auburn, Wenatchee, Prosser, Clarkston, Bellingham, etc.

Gulick Hygiene—complete or in part—in Bellingham, Whitman, Franklin, Asotin, Benton, Chehalis, Yakima and Snohomish counties.

St. Louis Adoptions.

The school board of St. Louis has recently adopted text books in a number of branches. The list includes:

High schools—Millikan & Gale's physics (Ginn); Mumper's physics (American); Bennett's Latin grammar (Allyn & Bacon); Baker and Inglis' high school Latin (Macmillan); Benner & Smyth's Greek book (American); Harrison's Spanish correspondence (Holt.)

Grades—Redway and Hinman's National geography series, revised edition (American); Mace's United States history (Rand-McNally); Fiske's United States history, supplementary (Houghton Mifflin Co.).

Teachers' College—Hoyt's History of Education; Harrison's Spanish correspondence (Holt); Kirkpatrick's Fundamentals of Child Study (Macmillan); Miller's psychology (Macmillan); Bagley's Classroom Management (Macmillan); Channing's Students' History of the United States (Macmillan.)

Experimental Rooms—Summer's primer (Beattys.)

Desk Books—Songs of the Child World (John Church Co.); Colby's Talks on Drawing, Painting, Making, Decorating for Primary Teachers (Scott-Foresman); Ritchie's Primer of Sanitation (World.)

Mississippi Adoptions.

The text books selected recently by the Mississippi state book commission for the public schools include few changes. The complete list is as follows:

Spelling—Hunt's Progressive, parts 1 and 2 (American.)

BARNES' SHORTHAND TYPEWRITING

BEN PITMAN and GRAHAM

TOUCH METHOD

Albion, Michigan, High School

"My experience with your Brief Course in my High School work has been most satisfactory, and students finished the text in February. The same keen interest was exhibited with the last page of the work as with the first. Ever since Feb. 23, they have been taking dictation for the Superintendent of the Schools, Prof. McKone, and he has been very much pleased with the same. This is the first year Shorthand has been included in the course of High School study."

NANNIE LONDON, Shorthand Instructor.

Headquarters Department of Luzon, Manila

"I would like to compliment you upon the completeness of this book. It lacks nothing, and is as indispensable to the budding typewriter as Blackstone is to the budding lawyer."

GEO. M. WALLACE.

The ARTHUR J. BARNES PUB. CO., 2201 Locust St., St. Louis, Mo.

Readers—Wheeler's primer (W. H. Wheeler & Co.); Baldwin's, books 1 to 3 (American); Graded Classics, books 3 and 4; Curry's Literary Readings (Rand-McNally.)

Arithmetic—Weidenhamer's mental (Merrill); Colaw, Duke and Powers' series (B. F. Johnson Co.); Colaw & Elwood's advanced (B. F. Johnson Co.).

Business Methods—Teller & Brown's first book (Rand-McNally.)

Grammar—Arnold's With Pencil and Pen (Ginn); Hyde's Course (Heath.)

History—Lee's primary (Johnson); Riley, Chandler & Chamberlain's Our Republic (Johnson); Riley's Mississippi (Johnson.)

Physiology—Mayberry's series.

Civics—Peterman's Civil Government (American.)

Agriculture—Burkett, Stevens & Hill's (Ginn.)

Penmanship—Mississippi writing books.

THE JANITOR PROBLEM.

(Continued from Page 11)

janitors of schools, apartment houses, theaters, office buildings, Pullman porters, train and street car conductors, hotel managers. Some janitors have engineers' licenses. No schools require janitors to have adequate training in principles and methods of sanitary care of school premises, although their salaries are often larger than the teachers' salaries. School laws should make trained care-takers compulsory, by civil service examination or otherwise. —Dr. Helen C. Putnam, Providence, R. I.

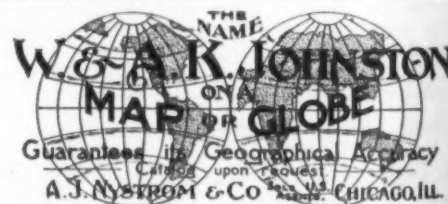
A suit to test the constitutionality of the New Jersey teachers' retirement fund law has recently been commenced after numerous threats in several sections of the state.

The amount of money involved is \$1.08, the sum deducted by the Passaic board of education, from the salary of Miss Myrtle Allen, a teacher, as her involuntary contribution to the fund.

In writing to the Passaic papers on this subject, counsel for the teacher puts the question in this way:

"Consider for a moment the possibility of a law which directed your employer to deduct from your salary, a certain percentage of your salary to be paid to a corporation for the benefit of editors who have been employed as such for twenty years, in the discretion of the corporation, and which further provided, that if an editor lost his position or became incapacitated through no fault of his own within twenty years, he should forfeit all claim to the fund. What would be your position with reference to such a law?"

The claim of those defending the fund, is, that there is no compulsion for the reason that no teachers are compelled to accept appointments in New Jersey. They may go elsewhere. But if they accept appointment they must accept it with all the requirements of the state law. The fund, it is further insisted, should not now be imperiled. It has relieved the schools of 304 incapacitated teachers, has paid \$330,837 in benefits, is now paying about \$101,000 a year in annuities and is capable of much greater good in the future.



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Devoe Wood Stains for manual training work; Devoe Art Stencils and Stencil Colors; Devoe brushes like all Devoe goods—are of the highest standard of excellence.

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1214 Grand Avenue, Kansas City

THE NEED FOR BETTER SCHOOL REPORTS AND PUBLICITY.

(Concluded from Page 5)

statistician. The superintendent in his general capacity of administrator can hardly be expected to provide expert knowledge in this direction any more than in the field of book-keeping or stenography. Statistical science is making rapid advances in these days and new and more complex, and therefore more valuable methods are being developed. The art of publicity has developed its specialists notably in the field of advertising. The effective use of tabulations, charts, diagrams and cartograms involves special knowledge and attainments. The superintendent should feel free to enlist these special services when he has defined for himself a demand in this field.

5. Finally, there is need for closer co-operation on the part of educators engaged in the utilization of statistical and other methods of description between them and the statistical workers in economic and social science. These have even gone far beyond the educators in their applications of improved methods to reporting and publicity.

THE OUTLOOK FOR EDUCATIONAL ADMINISTRATION.

(Concluded from page 4)

2. That this object is of more importance to the nation than to fit the youth for the professional colleges.

3. That the classification of the schools will have to be broken into different units.

4. That those administering school affairs must arrange the schools and studies so that the two currents tending in the direction of the learned occupations and the industrial occupations may be provided for in the high school work.

5. That great care and thought should be exercised before the money raised for educational purposes is allowed to be expended for sanitarium and hospital purposes.

AMONG BOOKMEN.

Mr. Carleton B. Gibson, representative of Houghton Mifflin Company in the southern states, has resigned to become president of the Mechanics' Institute in Rochester, N. Y.

The Mechanics' Institute is one of the best and largest technical schools in the country. Its enrollment during the past scholastic year has approximated 4,000. The fact that Mr. Gibson has been made the head of this school is a compliment not only to his ability as an educator but to the South at large. Mr. Gibson established for himself an enviable reputation while superintendent at Columbus, Ga. His work in the industrial department of the schools there has come to be recognized as a model for other schools.

J. F. Wilson, formerly state agent for Rand, McNally & Company, in Wisconsin, is now principal of the high school at Ashland, Wis. Mr. Wilson is a loss to the book field, though a distinct gain to Ashland.

R. M. King will act as temporary state agent for Rand, McNally & Company in Wisconsin until a successor to J. F. Wilson has been selected.

Mr. M. S. Nicholas is representing J. B. Lippincott Company in Bucks and Montgomery counties, Pennsylvania, during the summer.

Mr. F. Edward Kaula is the new Pacific coast representative for D. Appleton & Company, with headquarters in San Francisco. Mr. Kaula has been associated with Appletons for nearly four years, having charge of the New

York office of the Educational Department. His territory includes Washington, Oregon and California.

Mr. George E. Booth and Mr. F. Edward Kaula represented D. Appleton & Company in the county adoptions in the state of Washington, which have just closed. Mr. Booth's regular territory is Iowa.

Mr. C. R. Foster will represent B. H. Sanborn & Company on the Pacific coast. Mr. Foster is transferred from Iowa.

Mr. J. P. Kennedy is a new man on the Pacific coast for Silver, Burdett & Company.

A. W. Clancy attended the Boston convention and presented his friends with handsomely printed copies of Drake's poem, "The American Flag." The major grows more youthful each year.

William F. Roberts, who has been the New England manager for the Educational Department of the J. B. Lippincott Company for the past two years, has severed his connection with that firm to accept a position with the Educational Department of Funk & Wagnalls Company.

David F. Burns, Dartmouth, '07, is Mr. Roberts' successor in Boston.

Mr. Parker P. Simmons was a familiar figure at the convention headquarters in Boston. He was assisted by Mr. B. F. Dame, Newmarket, N. H., and Harold Simmons, New York City.

The G. & C. Merriam Company was represented at the Boston convention of the N. E. A. by Mr. A. G. Baker, O. M. Baker, of Springfield, Mass.; Warren P. Adams, Cambridge, Mass.; W. H. Maddock, Dayton, Ohio, and Mr. C. W. Taber, Chicago, Ill.

Mr. James L. Pennypacker, manager of the Christopher Sower Company, represented his firm at the Boston meeting of the N. E. A.

Nervousness

The use of **Horsford's Acid Phosphate** has been found exceedingly valuable in nervous disorders, restoring energy, increasing mental and physical endurance, and as a general tonic.

Excellent results have also followed its use in the treatment of headache arising from derangement of the digestive organs or of the nervous system.

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(Non-Alcoholic.)

If your druggist can't supply you send 25 cents to RUMFORD CHEMICAL WORKS, Providence, R. I., for trial size bottle, postage paid.

Good Intentions Went Wrong.

When little Willie Jones returned home from school the other day his mother noticed that he was exceedingly quiet and thoughtful and asked him what was the matter.

"I am not going to be kind and helpful to people any more," answered Willie.

"Why not?" queried the wondering mother.

"Because," replied Willie, "at school to-day I saw Tommy Smith putting a pin in the teacher's chair, and just as the teacher sat down I pulled the chair away. Then the teacher walloped me for pulling the chair away, and after school Tommy licked me for interfering."

Non-Committal.

The idea that education should train for vocations has led to some absurdities like the following: An enthusiastic normalite in a Massachusetts city asked each of the children in the second grade what they intended to do when they grew up. Some of the seven year olds were going to be doctors and lawyers. One lad stubbornly refused to answer.

"I would rather not say," was his reply.

"Why not?"

Said the seven year old philosopher: "I might not live to grow up, and then I may change my mind."

Sunday School Teacher—Why, Willie Wilson! Fighting again? Didn't last Sunday's lesson teach you that when you are struck on one cheek you ought to turn the other to the striker?

Willie—Yes'm; But he hit me on the nose an' I've only got one.

Teacher's Orders.

"Here, ma!" requested the boy, hurrying in from school before time; "hang my jacket up behind the stove."

"Is it wet?"

"No; but teacher sent me home to tell you to warm my jacket for me!"—Judge.

Bess—"What makes you think that young man is a college graduate?"

Jess—"The song he just sang sounded like a gridiron yell."

Die Hoehere Tochter.

Lehrer: „Wer kann mir eine Folge zu vielen Biertrinkens nennen?"

Schuelerin: „Traege Herzthaetigkeit, weshalb sich die Maenner von heute auch so schwer — verlieben."

Not Entirely Useless.

The young kindergarten teacher was trying to impress upon her wee charges the value of having the full number of fingers bestowed upon them by good Mother Nature, says a writer in the Ladies' Home Journal. "Just turn in all your fingers but one and play that it is the only one you have. Now what could any of you do with only one finger?" True to her expectations all looked down at their lone digit in a panic of helplessness. But Mickey Finn was not troubled for long. As he pondered the subject, a great possibility dawned upon him. "Shure an' Oi cud sthick ut in th' jam an' git soom an' nivver be throubled wif th' rist av thim."

Teacher—Why should we always be neat and clean?

Little Lizzie—In case of accident.

Teacher—Tommy what is the difference between a monarchy and a republic?

Tommy—In a monarchy the people obey the rulers because they love them; in a republic they obey the bosses because they can't help themselves.

A Youthful Agassiz.

"And what did my little darling do in school to-day?" a Chicago mother asked of her young son—a "second-grader."

"We had nature study, and it was my turn to bring a specimen," said Evan.

"That was nice. What did you do?"

"I brought a cockroach in a bottle, and I told teacher we had lots more, and if she wanted I could bring one every day."

Working Off Stock.

Teacher: "Willie, why did you strike that little boy; don't you know that you should return good for evil?"

Willie: "Yes'm, but you see I've done that so often that I got an awful lot of evil on hand, and I got to unload it somehow."

Of Course.

Teacher: Yes, children, when the war broke out all the able-bodied men who could leave their families enlisted in the army. Now, can any of you tell me what motives took them to the front?

Bright Boy (triumphantly): Locomotives.

A Catastrophe.

Teacher—"Bessie, name one bird that is now extinct."

Little Bessie—"Dick."

Teacher—"Dick? What sort of a bird is that?"

Little Bessie—"Our canary. The cat extincted him!"

Sunday School Teacher—"Johnny what animals were the first to enter the ark?"

Little Johnny—"Train hogs."

THE NEWEST DIXON PENCIL

This pencil was brought out to satisfy the rapidly growing demand for a fine draughting pencil that can be sold at a moderate price and yet compare most favorably with those of foreign make.

Dixon's Manual Training Pencil

was suggested by one of the most prominent teachers of manual training in this country, and the leads are carefully and accurately graded for this very purpose. It is made in nine grades ranging from BB to HHHHHH.

Samples sent on request to any teacher of Manual Training.

Joseph Dixon Crucible Co., Jersey City, N. J.

The Vital Question.

The teacher of the class in history, according to the Youth's Companion, was describing to the children the opening of some of the ancient tombs in Egypt, and enumerating several of the interesting antiquities therein discovered.

"To show you how wonderfully many of those things have been preserved," she said, "I may mention that in one of the oldest of those tombs a jar of honey was found. It could not have been less than four or five thousand years old, and yet in that jar of honey was a flea, in perfect preservation."

"Was it alive?" asked one of the little girls, with a breathless interest not entirely unmingled with alarm.

Facetious.

The office boy looked at the typewriter girl. She was quite pale.

"What's th' matter?" he asked.

"I've—I've just had a bad spell," she answered.

"You ought to go to night school for that," said the horrid boy.



How She Escaped.

Pauline, who had been attending school for almost two weeks, was telling of the misbehavior of some of her little classmates. At her mother's question as to whether it had ever been necessary for the teacher to speak to her, Pauline answered quickly, "Oh, no, mama." Then, "She had to speak to all the class but me, this afternoon." "Why, what did she say?" "Oh, she said, 'Now, children, we'll all wait until Pauline is in order.'"

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Wearing properties unsurpassed.

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For general color work.

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Samples upon application

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SPECIAL STUDIES.

The course of study for arithmetic in the Philadelphia public schools has been greatly simplified by a committee of teachers acting under Associate Superintendent W. C. Jacobs. Such topics as greatest common divisor, least common multiple, common partnership, bank discount, etc., have been eliminated from the course as valueless to the average boy and girl. A thorough grounding in the practical, useful rudiments of arithmetic is the aim of the schools.

State Supt. Robert J. Aley, of Indiana, has informed the county superintendents of the state that no text book will be used in the geography work of the fourth and fifth grades during the next school year. An outline of study was prepared for the fourth grade a year ago, and this will be used during the coming year. For the fifth grade the superintendent is preparing an outline of the state course of study, soon to be issued. It will provide for a year's study of the local township and county geography to be followed by a study of the geography of the state.

Newburyport, Mass. In revising the courses of study the school committee has introduced cooking in the ninth grade in addition to the seventh and eighth grades. Manual training will be provided for the boys of the sixth to ninth grades, inclusive.

The teachers of drawing in the Chicago elementary schools have recently submitted to the board material for an art course to be embodied in two drawing books. The books are to provide pupils with examples of representation and design, illustrating the art principles to be

studied in the respective grades. The books consist of twenty-four and twenty-eight pages and contain:

(a) Reproductions from masterpieces, selected for appropriateness of subject, fineness of composition, and simplicity of treatment.

(b) Photographs from nature, to suggest types of tree, bird and animal forms suitable for use in illustration and design.

(c) Drawings to indicate the character of the technique required in the grade in representation, and to illustrate graphically the principles of composition and design required by the course of study for the grade.

Domestic Science.

One good effect of the present agitation of the economic questions raised by the cost of living will be to direct public attention to the value of the domestic science courses in our public schools. "The teaching of domestic science," writes the editor of the Phoenix, Ariz., Republican, "in the schools is looked upon with more or less good humor by many people as merely one of the fads of the day. But the fact is, that girls find no study of more practical benefit. In learning to cook properly, to choose attractive but inexpensive bills of fare, and to avoid waste, the future housewives of the land are engaged in a study of exceeding value, and the domestic science departments of the schools should have the cordial support of school patrons.

"Domestic science teachers in all schools should not overlook the opportunity to profit by the prevailing agitation. They will find that object lessons in the proper selection of foods will be especially interesting. In this line one of the teachers in the Chicago schools delivered an illuminating lecture to pupils the other day. A butcher in a white apron demonstrated the

lecture by cutting up 110 pounds of beef, consisting of a shoulder and a loin. The butcher explained the value of the various cuts. In the matter of buying meat, the teacher explained that if the American people learned how to buy meat, prices would not be so high. The poor butcher, it was stated, has to raise prices because we demand the choice cuts; three-fourths of the beef is left practically worthless on his hands. It is well known, of course, but few people will avail themselves of the knowledge that the cheaper cuts of meat are the most nutritious. The unpopularity of the cheap cuts is no doubt due in a large measure to ignorance of the proper method of cooking.

"It is not alone in learning all about meats that domestic science students profit from technical training. Every branch of cooking comes under their observation."

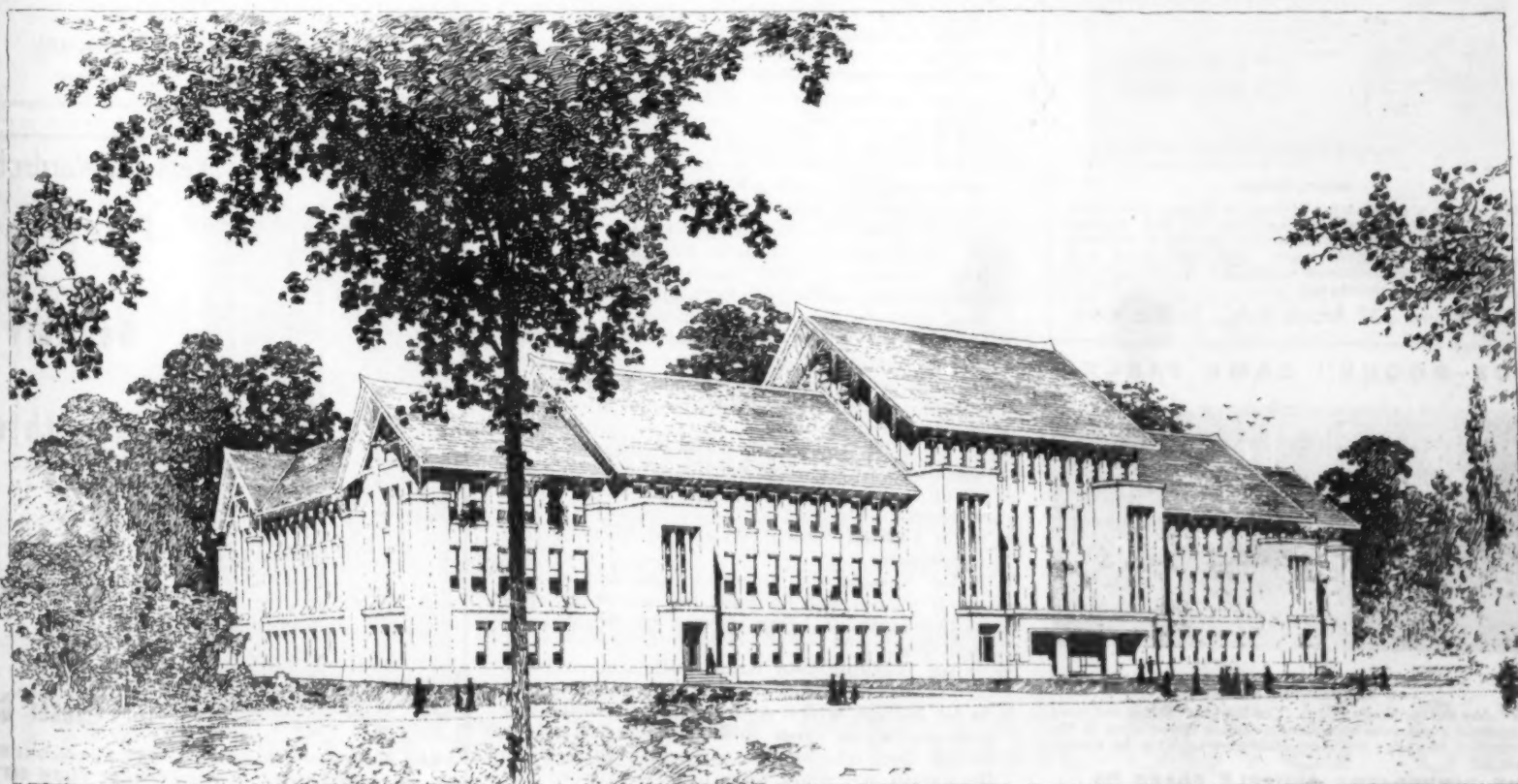
As a practical demonstration of household hygiene, a milk exhibit was recently displayed in the Milwaukee public schools by the University of Wisconsin Extension. The exhibit consisted mainly of charts and illustrations showing the value of milk as a food. Proper methods of caring for and using milk were demonstrated.

Houghton, Mich. Manual training will be made a regular study beginning with September.

Houghton Mifflin Company have recently issued their catalogue of educational books for the current year. It includes not only text books, but also supplementary reading, school library books and professional books for teachers.

The famous Riverside Literature Series and the new Educational Monographs hold a prominent place in the catalogue.

Copies may be had upon request from the Boston, New York or Chicago offices of the Houghton Mifflin Company.



NEW BOWEN HIGH SCHOOL, CHICAGO, ILL.
Dwight Heald Perkins, Architect, Chicago.

SCHOOL HYGIENE.

The experiments of an English teacher, E. W. March, with the disinfection of classroom floors during the year 1908-9, show that good results may be obtained in reducing the number of micro-organisms present in schoolroom dust. Two rooms of the same size and occupied by the same number of children were selected for the test. One was sprinkled with water, the other with a simple disinfectant, and both were swept after one-half hour. An examination of the dust showed that the germs and bacteria had been reduced from 75 to 85 per cent in the room where the disinfectant was used. The number of germs in the air of the room was reduced considerably. A continuation of the experiment in twenty-four institutions showed that during a year the amount of sickness in disinfected rooms was far less than in those not so treated.

A ruling has recently been promulgated by the Wisconsin state board of health, the secretary of which is Dr. Charles A. Harper, to the effect that no text books on physiology may be used in the public schools of this state unless they contain chapters explaining the nature and dangers of contagious and infectious diseases, among which is tuberculosis.

The ruling is explained by Dr. Harper as follows: At the June meeting of the state board, a resolution was passed to the effect that text books on physiology and hygiene in use in public schools of the state must undergo another general examination by the board, as provided by law. The object is to eliminate entirely from the public schools all text books on physiology and hygiene that are not fully modern and up-to-date in all their teachings. Particular attention will be given to the chapters on sanitation and hygiene which pertain to the prevention of disease and good, healthy living. The law for many years has required the state board of health to examine these text books, and in recent years it has done so.

It has been found, however, that many text books are only fair and some poor, although

accepted by the board. The revision of such books has been partially made, and unless the authors are able to make a more general up-to-date revision, it will be the function of the state board of health to eliminate such books altogether. The board has given ample time for the order to go into effect in order that the authors or publishers may have sufficient warning and opportunity to bring the books up to date. Of course, this so-called criticism of many text books on sanitation and hygiene in the public schools does not apply to all such books, as quite a number now in use are excellent in every respect. The state board of health will outline in the near future what it deems essential to a good, modern text book in physiology and hygiene, particularly that part pertaining to preventive medicine. It will be offered to the authors of some of the books now in use which are not considered as modern as they should be.

There are some sixty-five different text books on physiology in use in Wisconsin schools.

A HEALTH ALPHABET.

By Dr. S. Adolphus Knopf, New York.

- A is for Anybody who can help prevent consumption, a child just as well as a grown person.
 B is for Breathing, which you should learn to do deeply. Take deep breaths in fresh air often.
 C is for Coughing, which you should never do in any one's face. Turn away your head and hold your hand before your mouth.
 D is for Don't. Don't swap apple cores, candy, chewing gum, half eaten food, whistles, bean blowers, or anything you put in your mouth.
 E is for Eating no fruit that has not been washed or peeled, or anything that is not clean.
 F is for Fingers, which should not be put in the mouth nor wet to turn the pages of books.
 G is for Giving good example to your fellow pupils and playmates by being always neat and clean, just as much so at home as at school.
 H is for Handkerchiefs, which should be used only to wipe your nose and not your slate, desk or shoes.
 I is for Illness of other kinds besides consumption, which following these rules will help prevent, such as colds, measles, grippe, diphtheria and pneumonia.
 J is for Joints, where children have tuberculosis more often than in their lungs.
 K is for Keeping your finger nails clean. A scratch from a finger nail may make a bad sore.
 L is for Learning to love fresh air, and not for learning to smoke.
 M is for Mouth, which is meant to put food and drink into, and not for pins and money, or anything not good to eat in it.
 N is for Nose, which you should never pick or wipe on your hand or sleeve.
 O is for Outdoors, where you should stay just as much as you can. Always play outdoors unless the weather is too stormy.
 P is for Pencils, which you should not wet in your mouth to make them write blacker.
 Q is for Question, which you should ask the teacher if you don't understand all these rules.
 R is for Roughness in play, by which you may hurt yourself or your comrades. If you have cut yourself, have been hurt by others, or feel sick, don't fear to tell the teacher.
 S is for Spitting, which should never be done except in a spittoon or a piece of cloth or handkerchief used for that purpose alone. Never spit on a slate, on the floor, the playground, nor the sidewalk.
 T is for Teeth, which you should clean with toothbrush and water after each meal, or when you get up in the morning and before you go to bed at night.
 U is for Unkind, which you should never be to a consumptive.
 V is for Vessels, like drinking cups and glasses, which should not be used by one child after another without being washed in clean water each time.
 W is for Washing your hands with soap and water before each meal, even if it is only lunch.
 X is for X-rays, which sometimes help to discover consumption or other forms of tuberculosis.
 Y is for You, who should never kiss anybody on the mouth, nor allow them to do so to you.
 Z is for Zeal in carrying out these rules.

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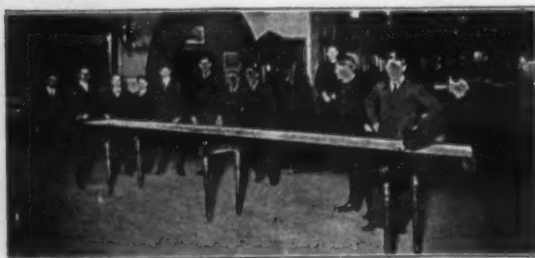


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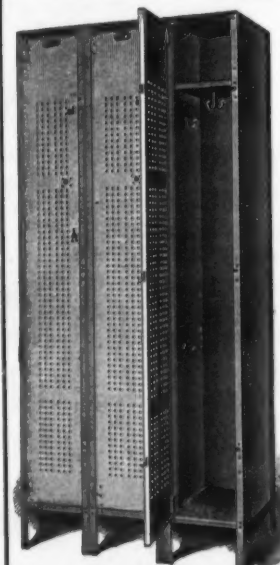
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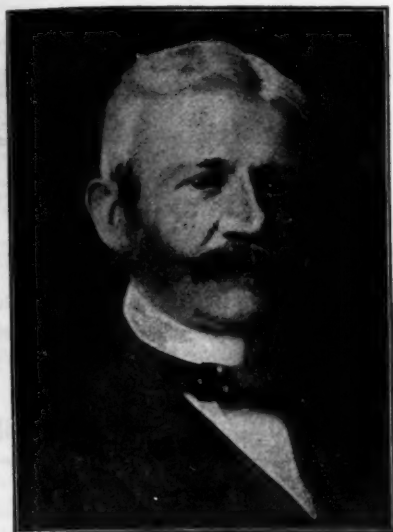
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Alabama.

Tuscaloosa—High school will be erected. Anniston—Sites are being considered for ten-room school.

Arizona.

Phoenix—Contract was awarded for grammar school. Tempe—Propose erection of school. St. Michaels—2-story school and gymnasium will be erected.

Arkansas.

Dover—School will be erected. Prescott—High school will be erected; \$40,000. Lake Village—Archt. Theo. Sanders, Little Rock, will prepare plans for school. Morrilton—Bids were opened for school. Rison—Plans have been adopted for 2-story school. Marianna—High school will be erected; \$22,000. Lake Village—Archt. Theo. M. Saunders, Little Rock, has plans for school; \$6,000. Rogers—Propose erection of \$50,000 school. El Dorado—2-story school will be erected.

California.

Lindsay—Grammar school will be erected; \$25,000. Yuba City—Archt. J. T. Narbett, Chico, has plans for school; \$3,000. Visalia—School will be erected; \$40,000. San Jose—School will be erected. Los Angeles—Grammar school will be erected. Sanger—6-room school will be erected; \$20,000. Lincoln—\$3,500, bonds, were voted for school. Roosevelt—School will be erected. Grass Valley—School will be erected. Williams—\$25,000, bonds, were voted for school. Huntington Beach—Bids were opened for grammar school. Long Beach—Bids were opened for school. Thermalito—1-story school will be erected. Inglewood—Grammar school will be erected.

Colorado.

Henderson—School will be erected, dist. No. 95. Denver—Industrial trade school will be erected; \$10,000.

Connecticut.

New Milford—Archt. Wilson Potter, New York, has plans for school; \$50,000.

Georgia.

Columbus—Site was donated for school, East Highlands. Augusta—Archts. Edwards & Walter, Atlanta, have plans for school. Rome—School will be erected, Fourth ward. Atlanta—Two 12-room schools and four 8-room schools will be erected. Odum—School will be erected; \$5,000. Macon—Grammar school will be erected; \$10,000.

Idaho.

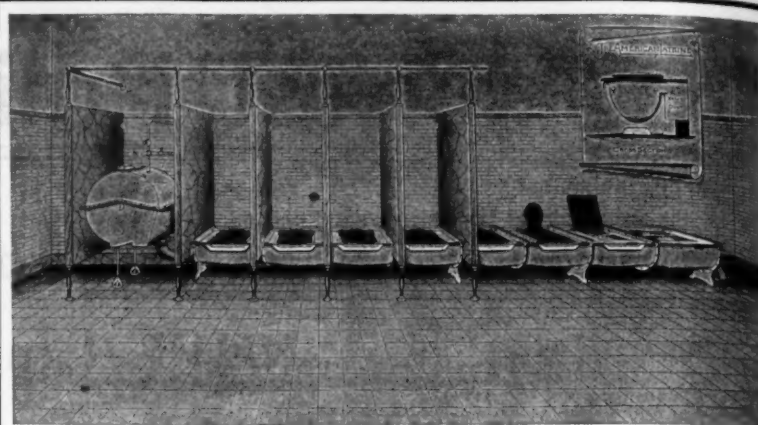
Grangeville—Parochial school will be erected. Malad City—School will be erected.

Illinois.

St. David—School will be erected. Harrisburg—4-room school will be erected. Belvidere—Contract was let for St. James school. Pawnee—Propose erection of high school. Clyde—Cicero Stickney high school will be erected; \$60,000. Ridge Farm—Archts. Liese & Ludwick, Danville, have plans for 8-room high school; \$30,000. Eldorado—Archts. Spencer & Temple, Champaign, have plans for 8-room school; \$10,000. 4-room school will be erected; \$8,000. Springfield—Plans have been prepared for Matheny school. Weldon—School will be erected, dist. No. 90. Union Hill—School will be erected. West Union—Bids were received for school. Dwight—Plans have been completed for school. Pekin—School will be erected. Chicago—High school will be erected at Hyde Park; \$600,000. Peoria—Two schools will be erected. Pontiac—School will be erected. Glenwood—2-story school will be erected. Round Lake—Archt. I. A. Worsfeld, Waukegan, has plans for school. Gibson City—School will be erected. Laura—School will be erected. Frankfort—High school will be erected, West Frankfort.

Indiana.

Crawfordsville—School will be erected. Crown Point—Plans are being prepared for school. Evansville—Township school will be erected. Wawaka—Archts. Griffith & Fair, Ft. Wayne, have plans for school. Oaklandon—2-story school will be erected. St. Anthony—Three schools will be erected. Zionsville—Archt. Layton Allen, Indianapolis, has plans for township high school; \$22,000. Delphi—School will be erected at Woodville. Sunman—Archts. Bausmith & Drainie, Cincinnati, have plans for 4-room school; \$8,000. Connersville—School will be erected. Middletown—Archt. Chas. Padgett, Terre Haute, has plans for 8-room school. Wallace—Propose erection of



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school. Hammond—Manual training high school will be erected; \$200,000. South Bend—Contract was let for school. Pennville—2-story school will be erected. Galveston—Archt. Hiram Elder, Marion, has plans for school; \$13,000.

Iowa.

Fontanelle—School will be erected. Mt. Ayr—School will be erected. Leighton—School will be erected. Waterloo—School will be erected. Crescent—School will be erected. Sac City—School will be erected, Dists. No. 6 and 7. Crystal Lake—School will be erected. Sioux City—4-room school will be erected. Burroak—School will be erected. Elkader—School will be erected. Remsen—Contract was let for parochial school. Bennett—Archt. C. H. Carpenter, Iowa City, has plans for school. Council Bluffs—Parochial school will be erected. Greene—Contract was let for school. Alta Vista—School will be erected. Cedar Rapids—Contract was let for Johnson school.

Kansas.

Augusta—2-story school will be erected. Stillwell—Braecklein Architectural Co., Kansas City, have plans for 2-story school. Potter—3-room school will be erected. Munden—4-room school will be erected. Gaylord—School will be erected. Medicine Lodge—School will be erected. McCracken—School will be erected. Neodosha—4-room school will be erected. Anthony—Contract was let for erection of school, Second ward. Oatville—School will be erected. Walnut—School will be erected.

Kentucky.

Normal—School will be erected. Paducah—School will be erected, Lee's District. Silver Creek—School will be erected; \$15,000. Nicholasville—Three county schools will be erected in Jessamine county. Ferguson—School will be erected. White Plains—School will be erected. Catlettsburg—Two-story high school will be erected. Architect not selected. Henderson—Contracts have been let for Barrett Manual Training School.

Louisiana.

Amlite City—\$30,000 school will be erected. Ponchatoula—School will be erected. Plaquemine—School will be erected. Natchitoches—Propose erection of \$50,000 high school. New Orleans—Archt. W. T. Nolan has plans for two-story school. Franklinton—High school and two grade

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schools will be erected. Angie—School will be erected. Sulphur—School will be erected. Ama—School will be erected. Baton Rouge—Propose erection of consolidated school. Gretna—School will be erected. Vidalia—School will be erected; \$15,000.

Maryland.

Baltimore—Archts. Glidden & Friz have plans for school, \$115,000. Bowie—Arch. C. Montgomery Anderson, Baltimore, has plans for colored normal school. Baltimore—Parochial school will be erected. Owings Mills—Archts. Ellicott & Emhart, Baltimore, have plans for school; \$150,000.

Massachusetts.

Amherst—Arch. Clarence P. Hoyt, Boston, has plans for 2-story school; \$15,000. Waltham—School will be erected. Clinton—Parochial school will be erected; \$60,000. Fall River—8-room school and a technical high school will be erected. Boston—24-room school will be erected at Everett.

Michigan.

Pontiac—Arch. W. J. Fisher has plans for two schools. Ortonville—6-room school will be erected. Ecorse—\$23,000, bonds, were voted for 8-room school. Detroit—Parochial school will be erected. Bay City—School will be rebuilt. Niles—High school will be erected.

Minnesota.

Caledonia—School will be erected. Marietta—School will be erected. Cannon Falls—Archts. Kinney & Jogerst, Minneapolis, have plans for school; \$30,000. Two Harbors—Contract was let for Fourth Ave. school. Mankato—School will be erected. Duluth—\$100,000 was voted for erection of manual training high school. Hibbing—4-room school will be erected. Avon—Parochial school will be erected.

Missouri.

Charleston—Archts. Matthews & Clarke, St. Louis, have plans for school; \$25,000. Chillicothe—4-room school will be erected. Birch Tree—8-room high school will be erected. Butler—Archts. J. H. Felt & Co., Kansas City, have plans for high school; \$33,000. Windsor—Archts. J. H. Felt & Co., Kansas City, have plans for school; \$20,000. Joplin—Three schools will be built. Kansas City—Two schools will be erected. Mountain View—School will be erected; \$10,000. Webb City—High school will be erected. Festus—Contract was let for high school. Springfield—Plans have been completed for 4-room school at the State Normal School.

Montana.

Phillipsburg—Plans were received for county high school.

Nebraska.

Nebraska City—High school will be erected; \$60,000. Chadron—State Normal school will be erected. Helvey—Archts. W. F. Gernandt, Fairbury, has plans for school, Dist. No. 24. Stromsburg—High school will be erected. Wahoo—Parochial school will be erected. Lincoln—Parochial school will be erected. Gothenburg—High school was erected; \$30,000.

New Jersey.

Whippany—Arch. Chas. G. Jones, New York, has plans for school; \$23,000. Burlington—School will be erected on Beverly Road. Newark—Arch. F. A. Phelps has plans for school; \$60,000. Paterson—School will be erected.

New York.

South Wales—School will be rebuilt. Buffalo—Archts. Lansing & Beire have plans for 3-story

school. Kendaia—Arch. M. L. Van Kirk, Waterloo, has plans for school; \$5,000. Mt. Vernon—Archts. Werner & Windolph, New York, have plans for trade school. Irvington—Archts. Ewing & Chappell, New York, have plans for school; \$10,000. New York—Plans have been filed for public school No. 95, West Houston St. Rochester—Arch. Jos. H. Oberlies has plans for school; \$30,000. Saratoga Springs—2-story school will be erected; \$50,000. Fancher—Arch. Leon W. Gray, North Tonawanda, has plans for 4-room school; \$8,000. Eden—Propose erection of school. Brooklyn—Parochial school will be erected.

North Carolina.

Rutherfordton—\$8,500 school will be erected. Black Mountain—School will be erected. Winston Salem—Colored school will be erected.

North Dakota.

Dickinson—School will be erected. Wahpeton—Bids will be received for parochial school. McClusky—Three schools will be erected.

Ohio.

Portsmouth — Oak Grove school will be rebuilt. Sandusky—Contract was awarded for school at Chicago Junction. Sherwood—6-room school will be erected. Athens—8-room school will be erected. Fredericktown—School will be erected. Osnaburg—School will be erected. Massillon — 8-room school will be erected. Neffs—School will be erected; \$12,000. Damascus—High school will be erected. Clarksburg—Arch. John Schweitzer has plans for school. Zanesville—School will be erected. Arcadia—Two schools will be erected. Middletown—Arch. A. Pretzinger, Dayton, has plans for two schools; \$15,000 each. Waynesburg — \$15,000 has been voted for school. Caledonia—Archts. Howard & Merriam, Columbus, have plans for 6-room school; \$20,000. Bono — School will be erected. Kansas — Arch. Chas. Ernst, Tiffin, has plans for 4-room school. Chicago—High school will be erected. Ashtabula—High school will be erected at Ashtabula Harbor. Springfield—High school site is being considered.

Oklahoma.

Bigheart—Arch. A. H. Mott has plans for 2-story school. Kingfisher—Archts. Dole & Waterfall, Guthrie, have

plans for 2-story high school; \$15,000. Oklahoma City—Nine schools will be erected. El Reno—High school will be erected; \$40,000.

Oregon.

Grants Pass—High school will be erected; \$50,000; Chapelle Brown, architect, Portland. Portland—Propose erection of 4-room school. Wallowa—School will be erected; \$25,000. Cloverdale—School will be erected. Medford—\$30,000, bonds, were voted for 8-room school. Springfield—High school will be erected; \$16,000.

Front View.



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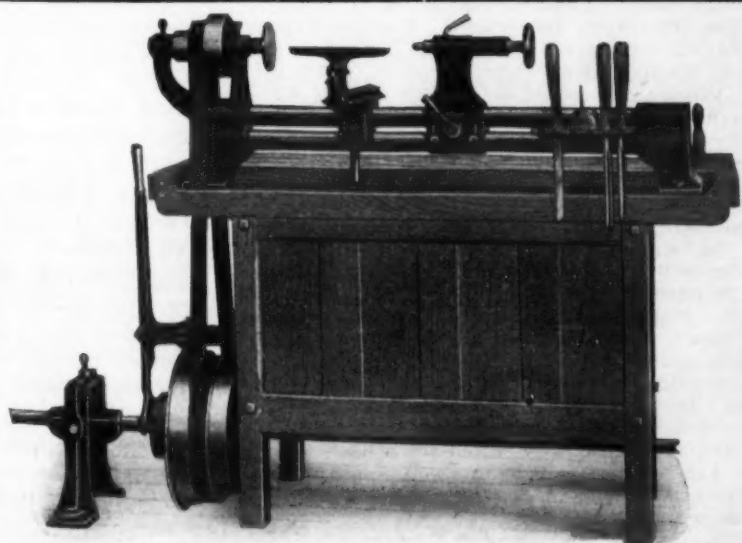
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Pennsylvania.

Homestead—Central school will be erected. Stevens—School will be erected. Cranberry—School will be erected. Sharpville—Propose 16-room school. Philadelphia—Arch. Geo. I. Lovatt has plans for parochial school; \$60,000. Allentown—Archts. Ruhe & Lange have plans for preparatory school. Summithill—Arch. B. R. Stevens, Philadelphia, has plans for school; \$50,000. New Baltimore—School will be erected. Waynesboro—High school will be erected. Liberty—Site will be purchased for school in Nineteenth ward, West Liberty. Pittston—2-story school will be erected. Potts Grove—School will be erected; \$5,000. Swarthmore—High school will be erected.

South Carolina.

Clover—Site has been secured for school.

South Dakota.

Dallas—High school will be erected. Huron—Ward school will be erected. Houghton—School will be erected; \$3,000.

Tennessee.

Chattanooga—Three schools will be erected. Maryville—Two schools will be erected.

Texas.

Liberty—2-story school will be erected. Big Springs—3-room school will be erected. Alma—School will be erected. Lavon—\$9,000 was voted for school. Beeville—Propose issuance of bonds for high school. Colorado—Arch. A. O. Watson, Austin, has plans for school. Bovina—6-room school will be erected. Matador—2-story school will be erected. Sanderson—Arch. H. T. Phelps, San Antonio, has plans for 3-story school; \$20,000. Benjamin—2-story school will be erected. Mart—Arch. Wm. Drago, New Orleans, La., has plans for 3-story school. Johnson City—2-story school will be erected; \$6,000. Greenville—Propose erection of high school. Cooper—9-room school will be erected. Lytle—2-story school will be erected. Wichita Falls—Two 8-room schools will be erected. Abbott—2-story school will be erected. Ira—Bonds have been voted for school. Beaumont—Site was secured for South end school. Austin—Sites are being considered for school, South Austin. Temple—Propose erection of school. Anderson—Propose rebuilding of school. Mt. Calm—2-story school will be erected. Pecos—2-story school will be erected. Forrester—\$12,000, bonds, were voted for school. Spoford—2-story school will be erected. San Antonio—Four schools will be erected. Houston—Three schools will be erected.

Virginia.

Orange—Arch. C. M. Robinson, Richmond, has submitted plans for high school. Rustburg—School will be erected. Gladys—School will be erected. Richmond—Mission school for colored children will be erected. Midlothian—Arch. C. M. Robinson, Richmond, has plans for school. Disputanta—High school will be erected; \$6,000. Norfolk—10-room school will be erected; \$20,000.

Washington.

White Salmon—\$16,000, bonds, were voted for school. Goldbar—4-room school will be erected. Fravel—School will be erected, Dist. No. 9. Cheney—2-story school will be erected; \$9,000. Spokane—South Central school will be rebuilt. Robe—School will be erected. Ocota—School will be erected. Monroe—\$60,000, bonds, were voted for high school. Ritzville—High school will be erected.

West Virginia.

Sherrard—3-story school will be erected. Parkersburg—Contract was let for 12-room school.

Wisconsin.

Elton—School will be erected. Silver Lake—Arch. Geo. W. Maher, Chicago, Ill., has plans for seven school buildings; \$250,000. Kilbourn—Primary school will be erected. Rio—\$18,000 school will be erected.

Wyoming.

Lander—Arch. Vernon Redding, Boulder, Colo., has plans for high school.

DEPARTMENT OF ADMINISTRATION.

The department of school administration held two most successful meetings on July 5 and 6. The attendance was gratifying and lively interest was aroused in the important topics discussed by the speakers. The department gave proof again of its value in affording opportunity for the interchange of ideas among lay officials and for bringing to their attention the latest thought of experts.

President J. J. Stoddart presided over the meetings and opened the first session by reading a paper, reproduced elsewhere in this issue of the Journal, on "The Outlook on Educational Administration."

Dr. David Snedden, secretary of the Massachusetts State Board of Education, followed with an address on "School Reports and Publicity." The discussion which this paper provoked, resulted in a motion made by Mr. F. B. Montague, of Atlanta, Ga., that a committee be appointed to draw up resolutions expressing the sentiment of the department for good school reports and urging the United States commissioner of education to prepare a handbook for the use of school administrators.

The chair named: David Snedden, Boston; Geo. D. Strayer, New York City, N. Y.; Frank B. Dyer, Cincinnati, O.; R. G. Kinkead, Columbus, O.; and A. D. Small, Washington, D. C.

Hon. Henry R. M. Cook, auditor of the New York City board of education, closed the session with a discussion on the "Standardization of School Statistics." He urged that greater uniformity of the essential facts should exist and that school authorities should co-operate in determining a working basis.

The second session was devoted to two papers which confined themselves largely to Boston problems and conditions. The first speaker, Mr. R. Clipston Sturgis, used as a basis for an interesting discussion of "schoolhouse construction problems," his experience as head of the Boston schoolhouse commission. He declared that the growing expense of school buildings is due largely to ill-considered demands of educators rather than extravagance in materials. More study of economizing in the cubic contents of structures, he urged, should be given by school men and architects.

Mr. David A. Ellis followed with a paper on recent improvements in the administration of the Boston public schools. He brought out the fact that while the schools had been at a standstill, educationally, under the large school board existing ten years ago, the new, small board had worked wonders in inaugurating progressive innovations and bringing harmony and peace where chaos reigned.

Just previous to adjournment, the following officers were elected:

President, Mr. Linnaeus D. Hines, Crawfordsville, Ind.; vice-president, Dr. W. D.

Small, Washington, D. C.; secretary, Wm. Geo. Bruce, Milwaukee, Wis.

In a gracefully worded address of appreciation of the work of the department, Mr. Stoddart adjourned the meeting.

BUSY SUPERINTENDENTS.

Supt. J. A. Shawan of Columbus, Ohio, is spending the summer vacation in Europe at the head of a party of forty Ohio teachers. The tour includes the principal cities of Europe and will close about the middle of August.

Charles P. Megan, assistant superintendent of schools, Chicago, has been made executive secretary to Mrs. Ella Flagg Young, with a salary increase from \$3,500 to \$4,000.

Cambridge, Mass. The salary of Frank E. Parlin has recently been fixed at \$4,000 per year. He is the highest salaried municipal official.

Supt. Ward H. Nye of Billings, Mont., has recently been appointed a member of the Montana State Text Book Commission. Mr. Nye has made an enviable record in Billings during the past two years.

Meriden, Conn. William P. Kelly has been re-elected superintendent of schools for his sixth year, at a salary of \$3,000.

Chicago, Ill. Supt. Ella F. Young has recently announced a new arrangement of courses for the first two years of high school for pupils who cannot remain in school a longer period of time. The plan, according to Mrs. Young, is to have two years work so arranged that a pupil who expects to be in school only two years can get a thorough training in some one principal subject of study, together with the allied subjects which are necessary. For example, a thorough two years' course will be given in stenography and typewriting, with such work in business arithmetic, English and so forth, as is necessary. Two years of work in household arts will also be offered, including household science, textiles, English, practical arithmetic, science and other subjects which are necessary. Students who wish to have a special two years' course in bookkeeping will find such a course arranged for. This course will include accounting, penmanship and business arithmetic, together with business English and other subjects. Two years of work in industrial drawing and two years of work in each one of these technical subjects—advanced carpentry, pattern-making, machine shop work and electricity—will also be arranged. These will include shop mathematics, mechanical drawing and English.

These courses will be arranged so that pupils who at the end of the first two years find that they can continue for the entire four years' course in the high schools will have an opportunity of doing so without losing time. In other words, a pupil who enters the high schools in September and elects one of the special courses above outlined may continue in school and graduate regularly in four years, or may at the end of two years upon leaving school have a good, practical foundation in a commercial or an industrial line of work.

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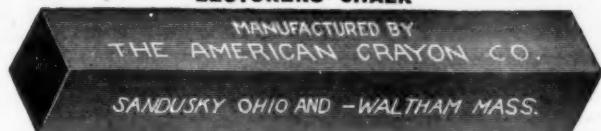
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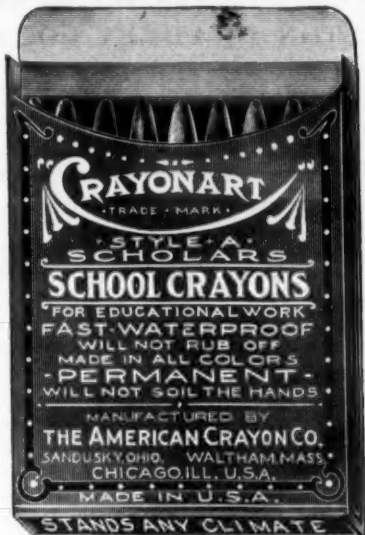
Used for teaching drawing in many schools. 20 different shades and colors.

HYGIEIA DUSTLESS CRAYONS



Superior to and cheaper than all other dustless crayons.

Best quality wax crayon, unequalled for brilliancy of color combined with oil color effects. Six standard colors with brown and black, packed in a tuck paper box with an attractive picture on the back that any pupil can draw.



Retails for five cents.



Three primary colors with black. Unrivalled in their mixing value to produce secondary colors. Price 25 cts. per box.

KINDERGARTEN CRAYONS



For free arm drawing. Just fits the little hands.



6 inches long, 1/4 inch diameter. Used for intermediate classes in drawing.

Samples and prices to superintendents and teachers who are interested

When advertising for bids specify item and manufactured by The American Crayon Co.

THE AMERICAN CRAYON CO., 1230 Hayes Ave., Sandusky, Ohio



San Diego, Cal. The school board has awarded contracts for high school and grammar school supplies and manual training materials to Stephens & Son; for manual training hardware to Park Buettelle Hardware Co.

Chicago, Ill. Contract for 5,000 desks has been awarded to the A. H. Andrews Company. Prices ranged from \$2.30 to \$2.40.

Burlington, Ia. The auditorium of the new high school which was occupied in May last, has recently been fitted with 700 opera chairs bought from Heywood Bros. & Wakefield Company, Chicago.

This has been the "Banner Year" for the Holden Book Covers. Their factory has been over 1,000,000 covers behind orders ever since March. Although making large shipments all the while, new orders come in to take their place. They have gained the respect and confidence of educators from all sections.

It is now over twenty-eight years since G. W. Holden established "One Price" to all school boards. This necessitates very small profits naturally, but the principle has never been deviated from.

The American Crayon Company at their works in Sandusky, Ohio, now have the largest box factory in the United States for making small basswood boxes. The raw material comes into the box factory in the log, two carloads of logs being consumed daily. These logs are cut up by the rotary veneer process, thus there is no waste in sawdust, and every particle of the wood is saved and utilized. These logs are cut into veneered stock about 1/4 of an inch thick, which is air dried for bleaching, and later steam kiln dried to thoroughly season it.

This factory has long enjoyed the reputation of turning out the nicest boxes on the market, owing to the fact that they utilize all of the stock that is stained in their own boxes for pack-

ing the cheaper goods, thus leaving the spotless, clear white basswood for the boxes that are sold to the trade.

The box department is only a small item in the large factory, but well illustrates the methods by which the cost of production has been cut to the minimum in producing the various lines of goods that are sold by the American Crayon Company.

The new "Combination Box" of Holden Quick Repairing Materials is meeting with great favor. One box on a teacher's desk contains articles to repair any kind of damage occurring to a book.

BOOK ON SCHOOL CONSTRUCTION.

Generally speaking, the problems of the school architecture may be divided into two classes. The foremost is that of arrangement and includes economy in size and orientation and convenience in use and administration. The second problem is one of adaptability of construction methods to the peculiar requirements of schoolhouse. The former is readily solved by co-operation of the professional factors with the architect, the latter by careful consideration of the most modern methods of construction with a special view to fire protection and permanence.

The results of a careful study of the latter problem is presented in a booklet issued by the National Fire-proofing Company, of Pittsburg. It briefly illustrates and describes a schoolhouse constructed along lines which produce a fire-proof building at a less cost than the ordinary wood joist method. Hollow tile and concrete are the materials used to produce a building of handsome appearance, fire-proof and durable, and finished in the most approved sanitary style.

The booklet goes into detail sufficiently to give school authorities and architects data sufficient for judging for themselves. Copies will be mailed gratis upon request.

"SANITARY SLATE FIXTURES."

The caption of this item forms the title of a handsomely illustrated new catalogue of the Keenan Structural Slate Company, of Bangor, Pa.

The recent advances in the sanitary arrangement of school toilet rooms and baths have been due, in no small measure, to the improvements made in the use of slate for closet and bath stalls, urinals, wainscoting, etc. The designs

which have been evolved in recent years have won the admiration of hygienists, and their low cost and good wearing qualities have commended them universally to public school authorities.

The present catalogue is interesting not only because the improved modern types of sanitary slate fixtures are described, but because the line is one of the completest marketed in the United States. Every article is guaranteed by the makers to contain slate quarried from the "Genuine Bangor" vein and to be without flaw or fault.

School men who may be interested should ask for catalogue B., addressing the Keenan Structural Slate Co., Inc., Bangor, Pa.

New Pictures for Schoolrooms.

Atkinson, Mentzer & Grover, New York City, have recently taken the American agency for the "Rhine prints," a series of decorative pictures for school use.

For many years monochrome reproductions of the masterpieces have been hung in American schoolrooms practically to the exclusion of all other pictures. While these have served the purpose of beautifying walls and awakening in children a love for classic art, they have failed in brightening the rooms as colored pictures would. The Rhine prints, therefore, fill a distinct want.

Most of the pictures are the work of prominent artists of Europe and are reproduced, in colors, by a process known as auto-lithographic. The originals were drawn upon the stone from which the prints are taken and every characteristic is faithfully retained. They include classic subjects, landscapes, marines, architectural and industrial pictures, domestic scenes, posters, etc., and are specially appropriate for the home, the nursery or the classroom. They are extremely low in cost and can be framed simply and inexpensively. For originality, breadth of treatment and harmony of color, they excel American lithographic reproductions.

Macon, Ga. The school board has adopted: Applied Arts drawing books (Atkinson); Graded Classics second reader; Adams and Trent United States history (Allyn); Reed's speller (Merrill).

Barnes' Brief Course in Graham short hand has been selected for use in the Austin Male Academy of the University of Texas. The course is meeting with general favor throughout the country.

"WHAT'S UNDER THE VARNISH?"

In the analysis of a finished article there is always the question of the kind and quality of the material used. The salesman dilates on the subject exhaustively, sometimes exhaustingly. The manufacturer makes it a fundamental problem of his business. The buyer unconsciously asks for information on his prospective purchase and requires some satisfactory statement of its composite parts.

In the purchase of school furniture, which plays so important a part in the equipment of every school, the question is likewise most proper. Shoddy furniture has been bought and discarded. New styles and types have come and gone. Desks have given service for one year, two years, five years, ten and twenty. Inexperienced school officials have made unwise selections and the question of the quality and kind of material used has always remained.

Primarily, it must be remembered that all school desks are not alike. A very clever little pamphlet entitled "What's Under the Varnish?" says, "Most desks do have, it is true, certain points of resemblance. There are also thousands that are of mighty poor quality." And this is true. If operations could be performed, school desks, like many other things, would show internal weaknesses and failings, some curable in character, most of them, however, fatal.

School boards and superintendents of schools know, as a rule, little about the quality of the average school desk. The varnish, the wood, the castings, the hinges, the glue, the putting together, are judged by the sample. A knowledge of the quality of every composite part depends upon a salesman and the confidence which his house has established.

And "What's Under the Varnish?" goes on to say: "Just put it down that outside of affording an opportunity to see the general design and to examine the seat hinge, your inspection is practically so much time wasted. For no manufacturer is deliberately going to show a poor looking sample. Nor would you in his place.

"Look at this matter squarely. If you cannot judge of the worth of a school desk by the price that is asked for it; if inferior quality of materials and improper seasoning of woods are not to be detected by ever so close an inspection of the finished product; if salesmen, spurred by the necessity of securing business, are too often willing—God save the mark!—to resort to the most flagrant misrepresentation and deception, where, I ask you, is a buyer to find assurance that he will receive honest value for his money?

"I'll tell you where. There is a house that puts quality above everything else—whose name on a school desk, like the Sterling mark on silver, is everywhere recognized as a proof of its worth. That house is the A. H. Andrews Company, of Chicago, a concern whose name and whose goods are known all over the world—whose reputation for business honesty and integrity is above question."

This is what has given this company the standing it maintains in the school world. The Andrews desk is a desk of quality. It will not

only be good for one or two years, but for three, five, ten, fifteen, twenty years, and a longer time if necessary. It is never cheap or shoddy. It is always backed by a house which has been producing desks since 1865, whose record of a half century has shown that it pays to manufacture only goods of exceptional quality, built on honor.

A SUCCESSFUL PENMAN.

There has been a distinct evolution in the teaching of writing in the United States during the past two decades. This evolution has been effected by the new thought and the new theories on the subject. Today there is a more general appreciation of the meaning of good writing than ever before, while the subject is taught with as much pedagogical and psychological thoroughness as any other in the curriculum.

This progress which has been made is of course due to the men of brains who have guided the thought on the subject. The Spencerian idea was practical and produced many good writers. The faddists, as they were called, who inspired the vertical, found an appeal in the physical argument. The latest generation is years in advance of its predecessors, however, and with the continued progress notes improvements not only in the theory but in the practical working out of distinct systems of writing.

Among the men who lead in the scientific study and teaching of writing is C. P. Zaner of Columbus, Ohio. For years, it has been his endeavor to give the entire study a more scientific basis. His own theories and ideas have been adapted to the pedagogy of the subject. Interest he has taken as the psychological basis. Position, form and movement are emphasized as the fundamental principles through which the development of the system is accomplished. In this manner, Mr. Zaner has given a scientific basis to his subject—a basis which has merited the attention of penmanship teachers throughout the country.

Personally, Mr. Zaner is one of those quiet, reserved gentlemen who impresses you with his thoughtfulness and thoroughness. There is not the flimsy showiness about him so often noticed among the commercial educators of the country. He is dignified, reserved, a man of refined habits, an incessant worker, and above all, a character who leaves his impress upon all who meet him. By birth he is a Pennsylvanian and belongs to that sturdy German stock which has given the west so many excellent citizens.

Mr. Zaner, while a teacher and theorist on the subject of writing, is author of a series of books known as the Zaner Method of Arm Movement Writing. This is composed of Practice Books, Compendiums, Teachers and Students' Manuals, which have attracted much attention. He is president of the Zanerian College of Penmanship, which was organized in 1888, and which, with the assistance of E. W. Bloser, has been very successful. Mr. Zaner is the editor of the Business Educator, a semi-monthly, for which it is claimed contributions cost more in one issue than any other similar paper pays in a year. In 1904 Mr. C. P. Zaner was elected president of the National Commercial Teachers' Association, the highest honor that the commercial and penmanship teaching profession can bestow.

The American School Board Journal wishes him continued success.

Just Off the Press.

A very excellent catalogue of school furniture and supplies has been issued by Peter & Volz. It is printed in three colors and is en-

Something New in Drawing Studies**A GRADED COURSE IN MECHANICAL DRAWING FOR GRAMMAR SCHOOLS**

Designed by Edmund Ketchum

These drawings have been planned especially for the busy teacher. They offer a practical means of presenting to the class a series of mechanical drawings which develop the idea of how Working Drawings are made, of accurate measuring, neatness and good arrangement. No models or solids are needed and the objects are such as can be made with few tools. These drawings make mechanical drawing practical in schools where it has heretofore been prohibitive because of a lack of just such explicit lessons as are found in this course.

Four sets, for Grades Six, Seven, Eight and Nine

PER SET, 25 CENTS

MILTON BRADLEY CO., Springfield, Mass.

BOSTON NEW YORK PHILADELPHIA ATLANTA SAN FRANCISCO

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closed in an embossed cover of beauty. It illustrates the "Silent Giant" desk, rear and front, showing its various points of strength. The "Arlington Automatic" is likewise illustrated in both the double and single desk. A large variety of teachers' and principals' desks and chairs, as also opera chairs and folding chairs, complete a most excellent line of goods.

The "Silent Giant," which has attracted much attention and which is featured in this catalogue, is a desk of strength and beauty. It takes its name from a "Silent, Ever-Wear Hinge," which, in mechanical simplicity, is said to be unlike any other stop hinge on the market. The weight of the seat is carried on a bearing, which consists of a shaft cast on the seat arm, and a cup to receive the same cast on the seat standard. Both are machined to a perfect fit, with a case-hardened steel bushing to work between. A steel strip shock and noise absorber renders the seat absolutely silent. The desk is made in three different styles, single desk, double entire desk, double separate desk. The makers guarantee strength, silence, sanitation, simplicity, durability, comfort and beauty.

Fire Destroys Plant.

The entire manufacturing plant of the Durand Steel Locker Company was burned to the ground on Monday night, July 25, 1910. At the time the Journal goes to press the loss cannot be estimated. The plant was located at Waukegan, Ill., and was considered a model manufacturing plant in every way. There was no loss of life. It is understood that no delay will be occasioned by the filling of orders by the company.

Tacoma, Wash. The school board has awarded the following contracts for supplies to be used during the school year of 1910-11: 8,000 square feet of blackboards to Main Bangor Slate Company, Bangor, Pa.; 470 Andrews desks to Vaughan & Morrill Co.; blanks, stationery and reports, R. A. B. Young.

Mr. G. E. Peckham, member of the firm of Peckham, Little & Company, manufacturers and dealers in school supplies, 57 East Eleventh street, New York, has been ill with pneumonia since May 18th. He is still away from business, and will return as soon as his improved health will warrant.

The California state board of education has recently selected the McClymond-Jones advanced arithmetic for the elementary schools of the state. The book is published by the American Book Company.

Beaumont, Tex. The school board has recently purchased 625 Wabash desks from Hixon & Company, Dallas, Tex., and 300 all-steel desks from F. F. Hansell & Bros., New Orleans.

In gathering the material necessary for the arithmetic, grammar and language leaflets published by THE BRITTON PRINTING CO., Cleveland, Ohio, no one theory or hobby was followed. The leading teachers were consulted, and the best in the method of each was incorporated in a wonderfully homogeneous whole. The success obtained in the Cleveland city schools by the series has been so marked that the books are now published to meet the requirements of any city. Samples free to teachers.



MR. C. P. ZANER
Columbus, O.

Art in Schools

A good art teacher must have the best to teach with, and then the scholars can show something worth looking at. Every school should use

WINSOR & NEWTON'S Oil and Water Colors

Brushes, Canvas, Paper, Boards, Rubber

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PLAYGROUND APPARATUS

STEEL LOCKERS



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IMPORTANT NOTICE

A great opening to make money! Have you seen our best grade blackboard cloth? There is nothing like it in the world, the best writing surface you ever saw. Will wear for years and give perfect satisfaction. Show it to your customers and notice what they say. We guarantee they will purchase every time. Send for a sample, examine it, test it, and see how pleased you will be. Tack it up on the wall, any size you want, three and four feet wide and thirty-six feet long, all in one piece. Customers that used to order by the yard now order in ten and twenty-five roll lots. When you see it you will wonder why you did not write before. Don't forget it. Send for a sample at once. Illustrated catalogue will tell you all about the goods we manufacture.

N. Y. SILICATE BOOK SLATE CO.

20-22-24 Vesey St.,
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ONLY ONE BEST

McDonald Business Institute

MILWAUKEE, WIS.

For twenty-three years the McDonald Business Institute has been advertised throughout the Northwest. We have been rewarded for our advertising, by having a large and thoroughly enterprising institution, in which we are preparing hundreds of young people for the business office. We teach Bookkeeping, Shorthand, Typewriting, Mathematics, Commercial Law and Penmanship.

BEGIN AT ANY TIME

Catalogue Free

Address McDonald Business Institute
Matthews Building,
307 Grand Ave., Milwaukee, Wis.

BRUCE'S

School Architecture

Fourth Edition—Get a Copy

EDUCATIONAL EXHIBITS.

The exhibits of teaching materials and text books arranged for the teachers visiting Boston during the National Education Association convention were disappointing. By common agreement, the local houses, with a few exceptions, made no display. Instead, they held open house in their respective stores and offices and large numbers of teachers availed themselves of the opportunity of calling and examining and securing samples.

In the Old Art Museum, where the official headquarters were located, no commercial exhibits were permitted. A few fortunate concerns succeeded, however, in making a meagre display.

The Massachusetts History Teachers' Association here performed a valuable service in showing a collection of books, pamphlets and charts for teaching ancient and modern history. Books, prints and maps of all the leading publishers were shown, but no price marks were anywhere displayed under a ruling of the local committee.

Atkinson, Mentzer & Grover showed a collection of their new "Rhine prints." Mr. E. F. Lohr, New England manager of the firm, was on hand to explain the merits of these latest art importations.

P. P. Caproni & Brother made an exhibit of plaster casts of famous statues and reliefs that added much to the artistic appearance of the headquarters. The casts were scattered throughout the building.

The L. E. Knott Apparatus Company made an exhibit of a new drinking fountain.

The Palmer Company of New York City held daily demonstrations of the "Palmer rapid business writing" system at 120 Boylston street. In the same building, the Houghton Mifflin Company had a display of educational books and general literature. Representatives distributed a handy pocket map of Boston.

In the New Brunswick hotel, an exhibit of crayon drawings and art materials shown by Binney & Smith, attracted much attention.

The Hahl Automatic Clock Company showed a model clock system in the lobby of the Westminster hotel. Mr. H. H. Gross of Chicago, manager of the Hahl Company, was present and was ably assisted by Mr. Wm. C. Schrenkeisen of New York.

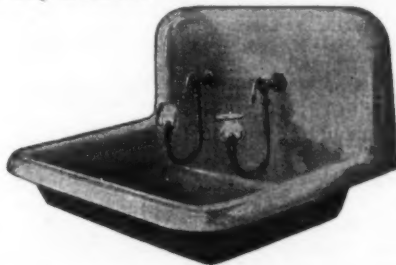
Mr. P. J. Hertz of the Fred Frick Clock Company was on hand with a model of the Frick Electric System.

Silver, Burdett & Company distributed exact copies of the old "horn books" used in the first New England schools.

Rand, McNally & Company had a parlor in the Brunswick hotel. Mr. C. F. Newkirk and Mr. W. Johnson of New York were in charge.

NEW MODEL OF FOUNTAIN.

The cut below illustrates a new sanitary drinking fountain which is just being placed on the market by the Hamrick-Tobey Company, Wausau, Wis. It has all the advantages of the Hamrick-Tobey No. II. fountain, and the additional one of closing automatically. Like the No. II. it is attachable to recessed fountain wall bowls, and to common kitchen sinks. It can be used singly or in battery of any number.



This company is building up a fine business. Without a single agent on the road Hamrick-Tobey fountains have been placed in more than fifty state universities, colleges and normal schools and in hundreds of cities throughout the United States during the past year.

Success of the Steel Desk.

Among the July shipments of Sanitary Steel Adjustable School Desks made by the Columbia School Supply Company of Indianapolis, are those to the following named cities in quantities mentioned:

Alabama—Alabama City, 80, Jasper, 112; Georgia—Griffin, 320; Texas—Beaumont, 320; Louisiana—Minden, 160, four towns near New Orleans, 300; Oklahoma—Medford, 60; Missouri—Cape Girardeau, 100; Kansas—Emporia, 35; Tennessee—Mt. Eagle, 33, Huntington, 14, Memphis, 1600, Sweet Water, 134.

Illinois—Monticello, 24; Indiana—Vincennes, 200, Arlington, 200, La Porte, 252, Chalmers, 40; Iowa—Winterset, 16, Clarion, 78; Minnesota—Chisholm, 80; South Dakota—Camp Crook, 30; Nebraska—Seward, 40.

Connecticut—Georgetown, 30, Litchfield, 32, Norwich, 45, Morris, 28, Cornwall, 30, Wilton, 32; Massachusetts—Northampton, 24; Maine—Ridgelyville, 42; Vermont—Bradford, 28.

New Jersey—Asbury Park, 120, Madison, 46, Sea Bright, 30; New York—Phelps, 70, Waterloo, 20, Lowville, 35, Pecksville, 48; Pennsylvania—Tarentum, 41, Meadville, 98.

The shipments of the Sanitary Steel Teachers' Desks have been made as large in proportion, ranging from 31, sent to Memphis, down to one for one room installations.

THE MENACE OF A DUST-LADEN ATMOSPHERE.

How to Eliminate the Dangers of Dust Poisoning

LEADING medical authorities have demonstrated by actual test that the dust collected from floors of schools, hospitals, stores, dwellings, and public places, is always accompanied by deadly germs. Such being the case, it readily follows that a dust-laden atmosphere is a disease-laden atmosphere, and therefore a constant menace to the very lives of everyone inhaling it.

Usually schoolroom conditions are especially deplorable. The floors are almost invariably bare and untreated, so that when large numbers of pupils are in attendance every slightest movement will start a fresh circulation of poisonous dust, keeping the atmosphere constantly polluted and unfit to breathe.

If undisturbed by air-currents or moving bodies, dust will settle upon the floor. The sensible conclusion, then, is that the best way to eliminate dust is by treating wooden floors with a preparation that will hold permanently every particle of dust and micro-organism coming in contact with it. That such a line of reasoning is correct is demonstrated by every floor on which Standard Floor Dressing is used. This dressing, while not intended for household use, is prepared for use in schools and all public buildings having floors of wood.



Standard Floor Dressing is being used on thousands of floors with wonderful success, and experiments have shown that in every room where used the dust is reduced nearly one hundred per cent, or practically eliminated. With the disappearance of dust, of course, follows the destruction of every disease-germ, for Standard Floor Dressing possesses germicidal properties that effectually dispose of every micro-organism settling upon floors treated with it.

A summing up would reveal that the chief merit of Standard Floor Dressing is that it exterminates dust and germs and so coincidentally preserves health. But there are other qualities that make Standard Floor Dressing a valuable preparation for treating floors. It possesses properties that preserve the wood itself, preventing it from splintering and cracking. Then, again, floors treated with Standard Floor Dressing are easier to sweep. The dressing does not evaporate; in fact three or four applications a year with the Standard Oil should prove sufficient to obtain the best results.

To introduce Standard Floor Dressing in localities where it is not in use, we make the following remarkable offer. We will, on request of those in charge of any school, college, hospital or public building of any character, treat the floor of one room or corridor with Standard Floor Dressing. This demonstration will be made at our own expense. To localities far removed from our agencies, we will send free sample with full directions for applying.

Complete data has been prepared in the form of reports, testimonials and a booklet "Dust and its Dangers." Those interested are asked to write for them.

STANDARD OIL COMPANY
(Incorporated)



Johnson's Window Shade Adjusters



Lower or raise the Shade Roller. The Light as you want it. The Shade where you want it. Now used and greatly appreciated in hundreds of buildings. Simple, durable, inexpensive. A permanent full size sample adjuster for trial costs only the express charges. Send for booklet and free sample of The Johnson Window Stop (on which the adjuster works.) Architects specify them.
R. R. JOHNSON, Mfr.
161 Randolph Street
CHICAGO, ILL.

Educational Journals.

Question: Please give me a list of teachers' and general educational periodicals published in the United States and Canada.—G. C. F., New York City.

Answer: Complete lists of educational magazines may be found in the classified appendices to Rowell's American Newspaper Directory, published by Printer's Ink, New York City, and in Ayer's Newspaper Annual, published by N. W. Ayer & Sons, Philadelphia, Pa.

Following is a list of educational papers which is not absolutely complete, but will serve for all ordinary purposes:

American Education, Albany, N. Y. (mo.)	\$1.00
American Educational Review, Chicago (mo.)	1.00
American Journal of Education, Milwaukee (mo.)	1.00
American Mathematical Monthly, Springfield, Mass. (mo.)	2.00
American Penman (Prof. Ed.), New York (mo.)	1.00
American Physical Education Review, Springfield, Mass. (9 mos.)	3.00
American Primary Teacher, Boston (mo.)	1.00
American School Board Journal, Milwaukee (mo.)	1.00
Arkansas School Journal, Little Rock, Ark. (mo.)	1.00
Atlantic Journal of Education, Baltimore (10 mos.)	1.00
Boston Cooking School Magazine, Boston (mo.)	1.00
Business Educator, Columbus, Ohio (10 mos.)	1.00
California School Journal, Mayfield (s-mo.)	1.00
Catholic School Journal, Milwaukee (mo.)	1.00
Classical Journal, Chicago (8 mos.)	1.50
Classical Review, Boston (mo.)	2.00
Colorado School Journal, Denver (mo.)	1.00
Education, Boston (mo.)	3.00
Educational Exchange, Birmingham, Ala. (mo.)	1.00
Educational Foundations, New York (mo.)	1.25
Educational Gazette, Syracuse, N. Y. (mo.)	1.00
Educational Review, New York (10 mos.)	3.00
Educational Review, St. Johns, N. B., Can. (mo.)	1.00
Educator-Journal, Indianapolis (mo.)	1.00
Elementary School Teacher, Chicago (10 mos.)	1.50
Florida School Exponent, Tallahassee (mo.)	1.00
Hints (Play Magazine), New York (mo.)	1.00
Hygiene and Physical Education, Springfield, Mass. (mo.)	2.00
Indian School Journal, Chilocco, Okla. (mo.)	1.00
Iowa Teacher, Charles City, Ia. (mo.)	.50
Journal of Education, Boston (w.)	2.50
Journal of Educational Psychology, Baltimore (10 mos.)	1.50
Journal of Geography, New York (10 mos.)	1.00
Journal of School Music, Chicago (mo.)	1.50
Kindergarten Primary Magazine, Manistee, Mich. (mo.)	1.00
Kindergarten Review, Springfield, Mass. (mo.)	1.00
Louisiana School Review, Baton Rouge (mo.)	1.00
Manual Training Magazine, Peoria (bi-mo.)	1.50
Midland Schools, Des Moines, Ia. (mo.)	1.00
Mind and Body, Milwaukee (mo.)	1.00
Mississippi School Journal, Jackson (10 mos.)	1.00
Missouri School Journal, Jefferson City, Mo. (mo.)	1.00
Moderator Topics, Lansing, Mich. (w.)	1.25
Modern Language Notes, Baltimore (8 mos.)	1.50
Nature Study Review, New York (mo.)	1.00
Nebraska School Review, Norfolk (mo.)	1.00
Nebraska Teacher, Lincoln (mo.)	1.00
Nevada School Journal, Reno (10 mos.)	1.00
New Mexico Journal of Education, Santa Fe (10 mos.)	1.00
New York Teachers' Monographs (q.)	1.00
Normal Instructor, Dansville, N. Y. (mo.)	.75
North Carolina Education, Durham (s-mo.)	1.00
Northwest Journal of Education, Seattle (10 mos.)	1.00
Ohio Educational Monthly, Columbus (mo.)	1.00
Ohio Teacher, Athens, O. (mo.)	.75
Oklahoma School Herald, Oklahoma City (mo.)	1.00
Oregon Teachers' Monthly, Salem (mo.)	1.00
Pedagogical Seminary, Worcester, Mass. (q.)	5.00
Pedagogische Monatshefte, Milwaukee (mo.)	1.50
Pennsylvania School Journal, Lancaster (mo.)	1.60
Phonographic Magazine, Cincinnati (mo.)	.50
Phonographic World, New York (mo.)	1.00

Pittsburg Teachers' Bulletin (10 mos.)	1.00
Popular Educator, Boston (10 mos.)	1.25
Primary Education, Boston (10 mos.)	1.25
Primary Plans, Dansville, N. Y. (10 mos.)	1.00
Progressive Journal of Education (socialistic), Chicago
Progressive Teacher, Nashville, Tenn. (10 mos.)	1.00
Rocky Mountain Educator, Denver (mo.)	1.00
School, New York, (w.)	2.00
School and Home, Atlanta (mo.)	1.00
School and Homes Education, Bloomington, Ill. (10 mos.)	1.25
School Arts Books, Worcester, Mass. (10 mos.)	1.50
School Bulletin, Syracuse, N. Y. (mo.)	1.00
School Century, Oak Park, Ill. (mo.)	1.25
School Education, Minneapolis (10 mos.)	1.25
School Exchange, Newark, N. J. (5 mos.)	1.00
School Journal, New York (mo.)	1.00
School Music Monthly, Keokuk (bi-mo.)	.50
School Music Review, New York (mo.)	.50
School News, Taylorville, Ill. (mo.)	1.25
School Review, Chicago (10 mos.)	1.50
School Science and Mathematics, Chicago (9 mos.)	2.00
School Work, New York (q.)	1.00
School World, New York (mo.)	2.00
Southern Educational Review, Chattanooga, Tenn. (10 mos.)	2.00
Southern School Journal, Lexington, Ky. (mo.)	1.00
Teachers' College Record, New York (5 mos.)	1.00
Teachers' Gazette, Milford, N. Y. (10 mos.)	.25
Teachers' Journal, Marion, Ind. (mo.)	1.00
Teachers' Magazine, New York (mo.)	1.00
Teachers' Monographs (q.)	1.00
Texas School Journal, Dallas (mo.)	1.00
Texas School Magazine, Dallas (10 mos.)	1.00
Virginia Journal of Education, Richmond (10 mos.)	1.00
Western Journal of Education, San Francisco, Cal. (mo.)	1.50
Western Journal of Education, Ypsilanti, Mich. (10 mos.)
Western Journal of Education, Topeka, Kans. (mo.)	1.00
Western Teacher (10 mos.)	1.00
Westland Educator, Lisbon, N. D. (10 mos.)	1.00
West Virginia School Journal, Morgantown (mo.)	1.00
West Virginia Educator, Charleston (mo.)	1.00
Wisconsin Journal of Education, Madison (10 mos.)	1.00
Sierra Educational News, Sacramento, Cal. (10 mos.)	1.00
American College, New York (10 mos.)	2.50
Students' Journal, New York (10 mos.)	1.00
South Dakota Educator, Mitchell (10 mos.)	1.00

Lincoln Memorial Tablets.

Question: Can you give me the names of firms who manufacture what are known as "Lincoln Memorial Tablets?"—F. W. E., Iowa.

Answer: The Lincoln Memorial Tablets, containing the Gettysburg address, are manufactured by the Lincoln Educational League, 38 East 21st Street, New York City. A reproduction is also made by the Umbdenstock and Porter Company, 213 South Clinton Street, Chicago, Ill.

If you wish to have a tablet made from an original design, the following firms may be written to:

Gorham Company, New York City.
John Williams, Inc., 556 W. 27th Street, New York City.
Winslow Bros. Co., Chicago, Ill.
Tiffany Studios, Madison Avenue and 45th Street, New York City.

Paper Towels.

Question: May I request you to give me the name and address of the company who advertises paper towels in the American School Board Journal.—H. M. C., N. J.

Answer: The Standard Paper Company, Milwaukee, Wis., are manufacturers of paper towels,

Plaster Casts

FOR DRAWING AND MODELING:

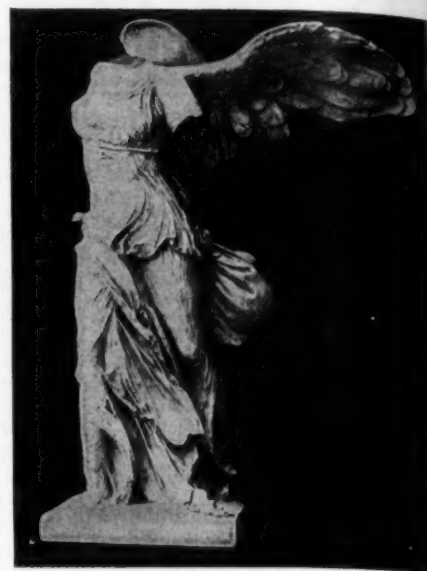
Reproductions from Antique, Mediaeval and Modern Sculpture, Etc.
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SCHOOLROOM DECORATION

These Art Productions have never failed to receive the highest award when placed in competition with other makes.

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Formators.

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Send for Catalogue

and will gladly send you prices and samples on request.

NEW BOOKS RECEIVED.

A History of the United States. By S. E. Forman. 419 pages, \$1.00, net. The Century Co., New York.

Paradise of Childhood. By Edward Wiebe. Edited by Milton Bradley. Revised by Jenny B. Merrill, director of kindergartens, New York City. 308 pages, illustrated. Milton Bradley Co., Springfield, Mass.

The Apollo Song Book. For male voices. By Frederick E. Chapman, Cambridge public schools, and Chas. E. Whiting, former teacher of music, Boston public schools. Cloth, 264 pages, \$1.00. Ginn & Co., Boston.

The Teacher and the School. By Chauncey P. Colgrove, Iowa state teachers' college, Cedar Falls, Ia. 406 pages. Chas. Scribner's Sons, New York.

Washington, Webster and Lincoln. By Joseph Villiers Denney, Ohio state university. 148 pages. Scott, Foresman & Co., Chicago.

School and Class Management. By Felix Arnold. 281 pages. Price, \$1.00, net. The Macmillan Co., New York.

The Laurel Primer. By Frank S. Hyer, State Normal School, Stevens Point, Wis. Cloth, 98 pages, illustrated, 65 cents. The Laurel Book Company, Chicago and Des Moines.

Attention and Interest. By Felix Arnold, Ph. D. Cloth, 272 pages, price, \$1, net. The Macmillan Company, New York.

History of German Literature. By Prof. Robert Webber Moore, Colgate University. Cloth, illustrated, 248 pages. Germania Press, Hamilton, N. Y.

Elson Grammar School Reader. Book III. By Supt. William H. Elson, Cleveland, Ohio, and Christine Keck, Grand Rapids, Mich. Cloth, 396 pages. Scott, Foresman & Co., Chicago.

English Versification. By James W. Bright and Raymond D. Miller. 12mo, cloth, 166 pages, 80 cents. Ginn & Co., Boston.

PRIZE OFFERED FOR HIGH SCHOOL PLANS.

The Centralia, Wash., School Board invite architects to submit plans for a high school building to be erected on the unit plan on a site 140 x 280 feet, with streets on east, south and west sides, and alley on north side. The east and west sides of the lot are the short sides and an east front or main entrance is desired. The first unit is to accommodate 500 pupils with 12 class rooms, laboratory rooms, auditorium seating 1,000, with main floor on first floor above basement, building to be equipped with fan, steam heating and ventilating system, vacuum cleaning system, with modern plumbing on each floor, including basement. The cost of the first unit, including heating, plumbing and cleaning systems, is not to exceed \$75,000. For the plans which are accepted a prize of \$25.00 will be paid in addition to the usual architect's commission on the contract price. Address, Secretary.

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COMING CONVENTIONS.

October 7-8. Wisconsin Association of City Superintendents at Madison.

Oct. 19-21. North Dakota Education Association, at Bismarck. Supt. W. L. Stockwell, Bismarck, member of local committee on arrangements.

October 20-22. Kansas State Teachers' Association at Topeka.

October 21. Connecticut State Teachers' Association at Hartford and New Haven. G. H. Tracy, president, Danbury; S. P. Willard, secretary, Colchester.

October 27-29. Vermont Teachers' Association at Rutland. Supt. E. G. Ham, Randolph, president.

October 28-29. Northern Illinois Teachers' Association, Western Section, at La Salle. S. F. Parsons, secretary, DeKalb, Ill.

November 4-5. Northern Illinois Teachers' Association, Eastern Section, at University of Chicago. S. F. Parsons, secretary, DeKalb, Ill.

Nov. 3-5. Wisconsin State Teachers' Association, at Milwaukee. G. H. Landgraf, president, Marinette; Katherine Williams, secretary, Milwaukee.

November 14-17. Northern California Teachers' Association at Redding.

November 21-23. Colorado State Teachers' Association at Denver, Wilson L. Schafer, president; W. W. Remington, secretary, Denver.

Nov. 23-25. Nebraska State Teachers' Association, Lincoln.

November 25. North Texas Teachers' Association at Van Anstine, Tex. Charra Barlow, corresponding secretary, Dallas.

December 21-23. Indiana State Teachers' Association at Indianapolis.

December 27-30. Florida Education Association at Pensacola.

December 27-31. American Historical Association at Indianapolis.

December 27-29. New Jersey Teachers' Association at Atlantic City. J. J. Savitz, president, Westfield.

December 27-28-29. Illinois State Teachers' Association in Chicago. Ella Flagg Young, president; Caroline Grote, Macomb, secretary.

December 27-29. American Association for the advancement of Science, at Minneapolis, Minn. A. Ross Hill, vice-president, Columbia, Mo.; C. R. Mann, secretary, University of Chicago, Chicago, Ill.

December 27-29. Washington Educational Association at the University of Washington, Seattle. O. C. Whitney, secretary, Tacoma, Wash.

December 27-29. Arkansas State Teachers' Association in Little Rock. A. L. Hutchins, corresponding secretary, Augusta, Ark.

December 28-29. Ohio School Improvement Federation in Columbus. W. N. Beetham, secretary, Bucyrus, O.

WASHINGTON BOOK ADOPTIONS.

The adoptions in arithmetic in the counties of Washington were as follows: Watson & White, 14; Hamilton, 11; Appleton, 3; Wentworth & Smith, 2; Southworth & Stone, 1. No adoptions in this subject were made in six counties, five retaining the Milne and one the Walsh. In grammar the results were: Emerson & Bender, 17; Guide Books, 4; Webster-Cooley, 3; Scott-Southworth, 2; Reed and Kellogg, 2; Robbins & Row, 2; Winterburn, 1; Steps in English, 6; (3 re-adopted, 3 retained); in elementary language for fourth and fifth grades: Emerson & Bender, 9; Webster-Cooley, 6; Guide Books, 4; Robbins & Row, 5; Scott Southworth, 3; Winterburn, 2; Reed & Kellogg, 1; Steps in English, 5; (3 re-adopted, 2 retained). In geography only 12 counties made new adoptions, of which Dodge had 6; Tarr & McMurry, 3; Frye, 2; and the New Natural, 1. Dodge was re-adopted in three counties. Frye and the Natural in one each. In reading the business was considerably divided, the leading series being Graded Literature, Stepping Stones to Literature, Jones, Baker & Carpenter, Blodgett, Brooks, Wheeler and Art Literature, each of which was adopted in several counties. The city of Seattle has adopted the New Education Music series with the Modern primer; Eggleston's Primary History, Gordy's Advanced History, and Tarr & McMurry's New Geography (first book); retaining Tarr & McMurry's Advanced Geography. Certain numbers of the Gulick Hygiene series were also adopted. The text books in use in other elementary subjects were retained.

The School News, of Taylorville, Ill., is again established in a permanent home. The new building occupies the site of the one destroyed by fire a year ago and is a handsome red brick structure, fireproof throughout and conveniently arranged for the publication business which Mr. C. M. Parker is rapidly building up. The school News deserves the congratulations of all its contemporaries.

SUPERINTENDENTS' ELECTIONS.

(The sign * represents a re-election.)

Council Bluffs, Ia.—J. H. Beveridge.*

Tipton, Ia.—W. A. Graham of Iowa City elected.

Aberdeen, Wash.—Supt. Arthur Wilson.*

Quincy, Ill.—George C. Gabriel.

Lisbon, O.—G. M. Bingham.*

New Brunswick, N. J.—L. E. McGinnes of Steelton, Pa.; \$3,500.

Kirksville, Mo.—Charles Banks.

Tekamah, Neb.—A. H. Dixon*; \$1,600.

Columbia Station, O.—T. F. Johnson*; \$1,200.

Adair, Ia.—V. B. Mangun of Oakland.

Hinsdale, Mass.—William E. Riley*; \$1,756.

Kingman, Kans.—A. W. Ault*; \$1,400.

Jacksonville, Ill.—W. A. Furr.*

Seymour, Ind.—John A. Linke.*

Rockford, Ill.—W. R. Snyder*; \$1,800.

Chandlerville, Ill.—W. W. Mullin.*

Anthony, Kans.—B. F. Lewis.*

Great Bend, Kans.—A. F. Senter.

Horton, Kans.—A. H. Speer; \$1,200.

New Castle, Ind.—E. W. Lawrence.

Akron, O.—H. V. Hotchkiss*; \$4,000; term, 6 years.

Paola, Kans.—F. K. Ferguson.*

Prospect, O.—V. W. Reigel.*

Anthony, Kans.—B. E. Lewis.

Monticello, Ia.—K. D. Miller*; \$1,300.

Leroy, Ill.—H. H. Kirkpatrick.

Houghton, Mich.—E. F. Benson.*

Dayton, Ky.—James McGinness.*

Merrill, Wis.—William Milne.

Lemars, Ia.—F. L. Palmer*; \$2,200.

Joplin, Mo.—G. V. Buchanan*; two years.

Waxahachie, Tex.—G. B. Winn.

Wilmington, Ill.—L. J. Flanagan*; four years.

Stuttgart, Ark.—J. P. Murphy.*

Providence, R. I.—Randall J. Condon.

Marlboro, Mass.—O. A. Morton*; \$2,100.

Cuba, Ill.—L. O. Pennington.*

Osage City, Kans.—Guy Jaygard.

Wellington, Kans.—Edmund G. Kelley.*

Garrison, Ill.—C. R. Lowe.

Lawrence, Kans.—F. P. Smith.*

McPherson, Kans.—G. B. Pinney.

Griswold, Ia.—T. B. Homan.

Leavenworth, Kans.—J. O. Hall.*

Dubuque, Ia.—J. H. Harris.

Elgin, Ill.—Robert I. White.*

Laporte City, Ia.—Charles D. McGroom; \$1,153.

Blue Hill, Neb.—G. Frank Bixby; \$1,000.

Metropolis, Ill.—M. M. McCartney.

Belle Plains, Ia.—Arthur W. Crane.

Asheville, N. C.—R. J. Tighe.*

Beach City, O.—R. F. Klar; three years.

Kaufman, Tex.—O. P. Norman.

Rockland, Mass.—W. L. Cogbins.*

Wallingford, Conn.—Alfred B. Morrill; \$2,000.

Narka, Kans.—George Cosand.*

Manhattan, Kans.—J. C. Edgerton.*

Colorado City, Colo.—E. F. Ewing*; \$1,850-\$2,150; term, three years.

Tabor, Ia.—O. Hammersley.

Ellisville, Miss.—R. C. Bailey.

Farina, Ill.—Daniel P. Mitchell.*

Kenosha, Wis.—Mary D. Bradford.

Kalamazoo, Mich.—S. O. Hartwell.*

Mankato, Kans.—F. W. Simonds.*

Oshkosh, Wis.—M. N. McIver.*

Williamsburg, Ia.—Miss Agnes E. Moravec*; \$1,100.

Bucyrus, O.—William N. Beetham*; \$1,850; term, three years.

Independence, Ia.—J. E. Foster.

Monroe, Mich.—Charles E. White*; \$1,700.

Houston, Mo.—C. F. Peak.

Maple City, Ill.—J. C. Joiner.*

Lincoln, Ill.—Anthony Middleton.*

Anamosa, Ia.—G. D. Cleverder; \$1,400.

Sandwich, Ill.—W. W. Woodbury.*

West Bend, Ia.—F. S. Wright.*

Springfield, Mass.—Lee J. Gray.*

Lockport, Ill.—G. N. Snapp.*

Guthrie, Okla.—W. S. Calvert*; \$1,800.

Millers Falls, Mass.—C. A. Stearns.*

Garrison, Ia.—C. R. Lowe.

South Deerfield, Mass.—Chester D. Stiles.*

Youngstown, O.—N. H. Chaney*; \$4,000.

Nebraska City, Neb.—George E. Martin*; \$1,800.

East St. Louis, Mo.—John E. Miller.*

Dundee, Ill.—E. C. Fisher.*

Roswell, N. M.—M. H. Brasher.*

Mason City, Ia.—F. H. Sunderlin.

Manhattan, Kans.—J. E. Edgerton.*

Seymour, Ind.—John A. Linke.*

Galva, Ill.—F. U. White.*

Aurora, Ill.—C. M. Bardwell*; \$3,000.

Galesburg, Ill.—W. L. Steele*; \$3,000.

Chardon, O.—H. O. Honnold.

Loudonville, O.—C. E. Budd.*

Dallas, Tex.—T. W. Stanley.*

Mineral City, O.—L. E. Booker.

Houston, Tex.—P. W. Horn.*

Sterling, Ill.—Miss Annie L. Hill.*

Palestine, Tex.—Walker King*; \$1,800.

Vernon, Tex.—B. F. Holcomb.*

Columbus, O.—J. A. Shawan*; \$4,000.

Dodge City, Kans.—Hugh Durham; \$1,500.

Bement, Wyo.—H. A. Bement.*

New Sharon, Ia.—E. G. Lockhart; \$950.

Homer, Ill.—J. O. Stanberry; \$1,000.

Green, O.—W. G. Leese.

Chicago, Ill.—Mrs. Ella Flagg Young*; \$10,000.

Garden City, Ia.—George E. Brown*; \$1,500.

Texarkana, Tex.—George W. Reid.

Mexico, Mo.—L. B. Hawthorne.

Boonville, Mo.—M. V. O'Rear.

Jefferson City, Mo.—R. B. D. Simonson.

Lamar, Mo.—C. H. McClure.

California, Mo.—C. B. Hudson.

Moberly, Mo.—J. C. Lilly.

Higginsville, Mo.—W. N. Laidlaw.

Parnell, Ia.—Mark Mullin.

Leominster, Mass.—Thomas E. Thompson.

Carmi, Ill.—Harry J. Blue.

Haverhill, Mass.—Christie A. Record.

Sunbury, O.—J. J. Phillips.

Greenwood, S. C.—W. W. Nickels.

Bunker Hill, Ind.—C. C. Trook.

Hopkinsville, Ky.—B. Hamlett.

Rumford, Me.—W. H. S. Ellingwood.

Logan, Ia.—C. S. Cobb.*

Oregon City, Ore.—Fred J. S. Tooze*; \$1,600.

Publications.

Exercises in Elementary Agriculture for Maine rural schools. By James E. McClintock and E. D. Waid. 16 pages.

Superintendent of Maine Schools. An explanation of the law of 1909 for "union superintendencies." By Payson Smith. 16 pages.

Course in Agriculture for Maine high schools and academies. By W. D. Hurd. Paper, 66 pages.

Forest Trees of Maine. Issued by E. E. Ring, forest commissioner, Augusta.

Selecting and Planting Trees. An arbor day manual by G. E. Tower. Issued by the Maine forestry and educational departments, Augusta.

Year Book of the United States Brewers' Association, for 1910. Octavo, cloth, 302 pages.

Caesar Composition. By H. F. Scott and Chas. H. Van Tuyl, University of Chicago high school. 120 pages, paper. Scott, Foresman & Co., Chicago.

A Practical English Grammar for upper grades. By John Tilden Prince, agent of the Massachusetts board of education. 12mo, cloth, 256 pages; list price, 60 cents. Ginn & Co., Boston.

Oral Arithmetic. By George Wentworth and David Eugene Smith. 12mo, cloth, 216 pages, illustrated; price, 35 cents. Ginn & Co., Boston.

The Story of Sigurd the Volsung. In verse by William Morris; condensed into prose by Winifred Turner, grammar school for girls, and Helen Scott, James Allen's girls' school, Dulwich. 136 pages, 50 cents. Longmans, Green & Co., New York.



WE BUILD
SCHOOL AND
COLLEGE
CATALOGUES

TAKING THE DETAIL WORK
OFF BUSY SHOULDERS

SCHAUM
Engraving & Printing Co.

Successors to
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MILWAUKEE

THE BOSTON MEETING.

(Concluded from Page 13)

Mr. Pearse stated that, while it was very clear had existed he would, in order to create a situation that could leave no question, tender his resignation; this would undoubtedly create a vacancy and leave the directors free to fill it in any manner they chose. The directors promptly accepted the resignation, thus establishing the trustee's claim that up to that time no vacancy had existed in the trusteeship. He was immediately re-elected by unanimous vote to fill out his own unexpired term.

It is reported that, since the incident was disposed of by the directors, another opinion has been received from the lawyer by use of whose opinion the chairman attempted to oust this trustee from the board, changing his former opinion. He is said to have stated that the courts would doubtless hold that there was and had been no vacancy, and that the trustee whom the chairman had attempted to oust had been entitled to his seat during the entire time; he further explained that, in soliciting his former opinion he had been supplied with only a part of the facts.

The other session was in connection with the report of a committee which last year recommended the wiping out of about half the departments of the N. E. A. This committee was appointed in 1901 and had deliberated on the matter for eight years. At the meeting of the board of directors in Denver, this report was presented with the demand that it be passed. No adequate consideration was given to it and in spite of the protests of numerous directors, it was forced through by "the management." Hardly had the members reached their homes when it became clear that the directors in

adopting the report had taken one of the most ill-advised steps perpetrated for many years. Protests arose from the members of the different departments which had been cut off in this manner without any consideration or any opportunity to be heard on their own behalf. The executive committee took a vote of the directors by correspondence, and delayed for one year the action which had been ordered when the report was adopted. At the Boston meeting representatives of the various departments appeared before the directors to protest against the hasty action taken at Denver. Before half of these protests had been heard it became so clear to the directors that a serious blunder had been made that the action taken one year ago in adopting the report of the committee was rescinded and the departments were allowed to stand as in the past. It was provided, however, by action of the directors, that wherever the departments desired to hold joint meetings, or wherever one or more departments desired to be combined or consolidated, the executive committee shall have authority to arrange such meeting or to make such consolidation.

The association just now needs friends, and needs to cultivate a friendly feeling towards it and towards its meetings on the part of all the different lines of educational interest. If the National Education Association is to be what its name implies and what it ought to be, it must draw to it those engaged in all the different lines of educational endeavor. To consolidate or wipe out departments thus engaged in considering or discussing lines of special work and devising methods to improve and advance their work, would be to alienate members who are often the most enthusiastic and earnest and who bring most valuable contributions to the meet-

ings. It would be in effect to say to them: The N. E. A. does not care for your attendance or your membership unless you are willing to think your thoughts and discuss your problems in just the way which is prescribed. Many valuable members and much good will have been saved to the N. E. A. by this action of the directors.

The next meeting will probably be held in San Francisco, which again extended a cordial invitation; the only one received. If the trans-continental railways are willing to make proper rates and ticket conditions, as they have been willing to do in the past, and to make these without much delay, the association will doubtless meet in San Francisco and the attendance will be large.

"The Educational Value of Muscular Movement Writing" is the title of a suggestive booklet issued recently by the A. N. Palmer Co., New York City. It is a reprint of an address by District Superintendent J. S. Taylor of New York City, and discusses the value of muscular writing from a utilitarian, conventional, disciplinary and ethical view point.

Barnes' "Brief Course in Benn Pitman Shorthand" has been selected for use in the high school at Effingham, Kan.

Mayne's Sight Spellers (Lyons) have been adopted recently in Spokane, Wash., and Stillwater, Minn.; also Chalis, Whatcom, Whitman and Thurston counties, Washington, and Black Hawk county, Iowa.

Nature and Life readers (Lyons) have been adopted as basic texts in the village of Hudson, Wis., and in Thurston county, Washington. For supplementary use they have been selected in Black Hawk and Washington counties, Iowa, King county, Washington, Escanaba, Mich., and Marinette, Wis.

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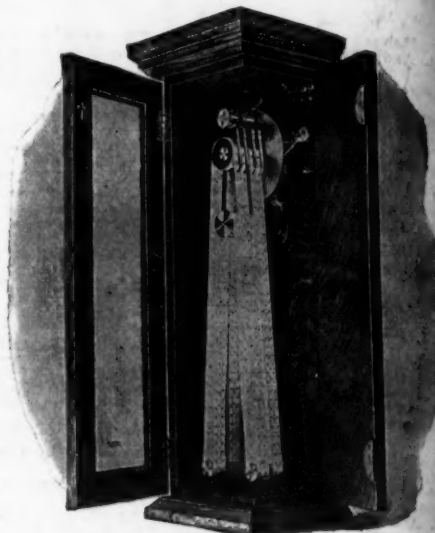
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